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## ABSTRACT

This document contains the working papers, special studies, and data analyses conducted for the Minnesota Advisory Council on Fluctuating Enrollments. The information in this volume formed the basis for the advisory council's recommendations (contained in Volume I) to the Minnesota legislature, state department of education, teachers retirement board, and local school districts. Volume II, which serves as an appendix to Volume I, includes materials and data on the effects of fluctuating enrollment on educational staff, revenue and educational finance, student transportation, and school buildings. One section contains information on interdistrict policy and cooperation. Statistical data and tables are included. (DS)

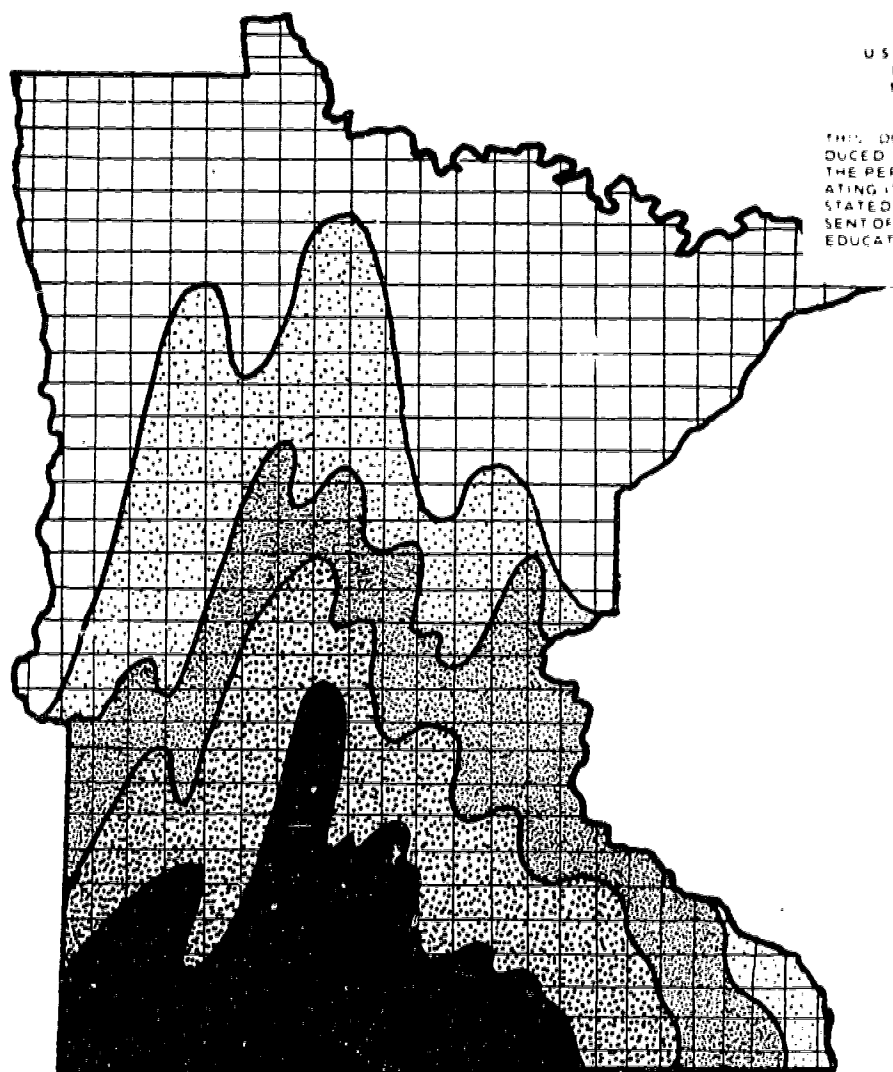
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A FINAL REPORT TO THE MINNESOTA  
STATE LEGISLATURE:

# THE IMPACT OF FLUCTUATING SCHOOL ENROLLMENTS ON MINNESOTA'S EDUCATIONAL SYSTEM



U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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SUBMITTED BY THE ADVISORY COUNCIL ON  
FLUCTUATING SCHOOL ENROLLMENTS  
JANUARY, 1977

VOLUME II

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ON MINNESOTA'S EDUCATIONAL SYSTEM  
VOLUME II

A REPORT TO THE MINNESOTA STATE LEGISLATURE

*Submitted by the  
Advisory Council on  
Fluctuating School Enrollments*

*January, 1977*

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## PREFACE

The Advisory Council on Fluctuating School Enrollments was created by the 1974 Minnesota Legislature to "examine, by whatever it deems appropriate, the impact of fluctuating school enrollments and their consequential effects on the quality and cost of education" (see Section A-1.: Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3 (b)).

This document, Volume II of *A Final Report to the Minnesota State Legislature: The Impact of Fluctuating School Enrollments on Minnesota's Educational System*, contains the working papers, special studies and data analyses done by and for the Advisory Council in its examination of the impact of fluctuating school enrollments. The information presented in this volume was used in the formulation of the Council's final recommendations to the Minnesota Legislature, the State Board of Education, the local school districts and the State Teachers Retirement Board. These recommendations can be found in Section II of Volume I.

Section A of Volume II contains general background information about the impact of fluctuating school enrollments. Section B includes that information specifically related to personnel, class size and fluctuating school enrollments. Section C covers the concerns of revenue and fluctuating school enrollments. Section D includes papers and studies on cooperative activities and fluctuating school enrollments. Section E is on transportation funding. The last section, Section F, includes papers and studies on school buildings and fluctuating school enrollments.

The Advisory Council on Fluctuating School Enrollments wishes to express its appreciation to the Minnesota Legislature for its support of the Council's activities; to the Minnesota State Department of Education for its assistance and support; to the office of the State Demographer for providing the analyses of enrollment trends in Minnesota from 1970-2000; to those persons in other governmental agencies who provided support and information; to those persons who developed the working papers; and, to those persons and agencies who provided special technical, clerical and analytical assistance to the Council. The Council

also wishes to thank those school superintendents, school board members, principals, teachers, professional organizations and citizens who presented testimony at the public hearings or wrote to the Council regarding their concerns and interests in fluctuating school enrollments.

## **GENERAL BACKGROUND**

### **Section A.**

1.

**LEGISLATION CREATING AN  
ADVISORY COMMISSION ON  
FLUCTUATING SCHOOL ENROLLMENTS**

**Laws of Minnesota, 1974 Chapter 355, Sec. 68. (ADVISORY COMMISSION  
ON FLUCTUATING SCHOOL ENROLLMENTS: CREATION).**

**Subd. 1. There is hereby created an advisory commission to the  
Legislature and the state board of education which shall be known  
as the advisory commission on fluctuating school enrollments,  
hereinafter referred to as the commission.**

**Subd. 2(a) (MEMBERSHIP.) The commission shall be composed of 11  
members to be appointed by the governor with the advice and  
consent of the senate, and shall consist of:**

- (1) One certified elementary or secondary education school  
teacher;**
- (2) One certified special education school teacher;**
- (3) One elementary or secondary school administrator;**
- (4) One superintendent of schools;**
- (5) One representative of the Minnesota state high school  
league;**
- (6) One current member of a school board; and**
- (7) Five public members, two of whom shall have demonstrated  
expertise in the field of school finance.**

**No two commission members shall reside in the same school  
district.**

**(b) (EX OFFICIO MEMBERS.) One designee of the chairman of the  
senate committee on education, one designee of the chairman of  
the house of representatives committee on education and one  
designee of the state board shall serve as nonvoting members of  
the commission.**

**(c) (TERMS.) All members shall serve a time of three years;  
however, every member shall continue in office until his successor  
has been duly named and qualified. When a vacancy occurs, it  
shall be filled within 30 days in the manner of the original  
appointment and all subsequent appointees must be qualified in  
the manner of the members they succeed.**

(d) (COMPENSATION; EXPENSES.) Commission members shall be paid compensation of \$35 per day for each day spent in performance of their duties, plus ordinary and necessary expenses in the same amount and manner as state employees.

(e) (EXPIRATION.) Unless specifically renewed by the Legislature, the authorization for this commission shall expire on June 30, 1977.

Subd. 3. (POWERS AND DUTIES OF THE COMMISSION.)

(a) The commission shall meet and organize within 30 days of its appointment. It shall elect from its membership a chairman and such other officers as it deems necessary.

(b) The commission shall examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education.

(c) The commission shall make any investigations and conduct any hearings necessary to accomplish its purposes.

(d) The commission may employ such professional, clerical and technical assistants as it deems necessary in order to accomplish its purposes.

(e) In carrying out its objectives, the commission shall have the right to confer with state officials and other governmental units, and to have access to such records as are necessary to obtain needed information. The commission shall also have the right to call upon and receive from various state departments, agencies and institutions such technical advice and service as are reasonably needed to fulfill the purposes of the commission.

(f) Before January 15, 1976, the commission shall present to the Legislature and the state board its preliminary findings and recommendations regarding incentives for additional cooperation among school districts. The optimal size of regional units of cooperation and appropriate teacher-pupil ratios. The commission shall present its final report to the Legislature and the state board before January 15, 1977.

(g) Recommendations of the commission shall be given to all school boards and school districts at the time they are presented to the Legislature and the state board.

Subd. 4. The provisions of Minnesota Statutes, Section 363.01. Subdivision 10, shall not apply to separation based on sex, of athletic programs of educational institutions. This section shall expire July 1, 1975.



Subd. 5. There is hereby appropriated from the general fund the sum of \$30,000 for use by the commission to carry out the purposes of this section. This appropriation shall be available until expended or until the purposes of this section are completed.

Subd. 6. Subdivisions 1 to 5 shall be effective on June 1, 1974.

## A STATEMENT OF EDUCATIONAL ASSUMPTIONS FOR THE ADVISORY COUNCIL ON FLUCTUATING SCHOOL ENROLLMENTS

The Advisory Council on Fluctuating School Enrollments was organized in 1974 to "examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education" [see Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3(b)].

This very brief paper outlines the assumptions about education which underlie the Council's deliberations. In general the Council believes that while the shape of the Educational System will look very much the way it is today, both the scope and the content of education in Minnesota will change considerably between now and the end of the century.

One may argue that these assumptions are too conservative or too "safe." The Council believes that the overall structure and purpose of education will not be substantially altered for some years, certainly not within the time frame which the Council was directed to address. Evolution, not revolution will mark the coming years for the Educational System in the state.

There is still a possibility, although the Council believes it to be remote, that startling changes might occur in American society or in technological applications to learning which would have such a great impact that massive restructuring of the Educational System would be required. There is, of course, no way of predicting such changes; broadly defined policy cannot accommodate total reversals of form.

Overall, the intent of the Council is to attempt to develop a clearly articulated set of policy recommendations based on stated assumptions and the best available pertinent information.

## Educational Assumptions\*

### Content of Schooling

1. Education will occur throughout one's life in many different settings, but, in general, children between ages of 5 and 17 will continue to learn in one predominant setting.
2. Learning will become more closely related to its applications, and the school will become one of a group of alternative settings. Also, the entrance and exit points to educational services will become less rigid.
3. The public will continue to support the belief in the importance of education to the society in general and to the individual in particular. This belief will be characterized by continuing emphasis on high program quality, accountability, and equal educational opportunity.
4. The goals of education will continue to be:
  - a. intellectual discipline and knowledge acquisition
  - b. citizenship and civic responsibility
  - c. social development and human relationships
  - d. moral and ethical character
  - e. self-realization
  - f. economic independence and vocational opportunity
5. Alternative educational programs will become widely accepted.

### Planning

1. The role of planning will increase markedly in importance in all human services, but especially in education.
2. The citizen (consumer) role in educational planning and decision making will expand.

### Structural

1. Local school district structures will be revised in various ways according to altered geographical, fiscal, and programmatic needs.
2. State tax and finance structures will continue to be revised in light of changing interpretations of equal educational opportunity.
3. The state through statutes and regulations control will have increased impact on educational decisions.
4. The Educational System will rely more and more on contracted services for research, development, implementation, and evaluation of curriculum, organization, and training.
5. Educational costs will continue to increase, and there will be resistance to supporting a higher rate of expenditure.
6. Teacher organizations and other school employee groups will continue to influence educational policy decisions.

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\* Assumptions adapted from statements by Stephens, Marien, Husen, Minnesota State Planning Agency, Haskew, and others.

3.

### **SUMMARY OF THE COUNCIL'S ACTIVITIES**

The Advisory Council held its first meeting on September 6, 1974. Since this meeting, the Council moved through six phases.

The first phase involved the internal organization of the Council and the outline of a preliminary approach to the legislative charge. Resource persons from state government and other agencies made numerous presentations before the Council in the areas of school finance, district organization, enrollment projections, and school facilities, among others (see page 13 for a complete listing).

The second phase of the Council's activity involved addressing the question of regional educational service areas. The Council devoted several meetings to collecting information and developing recommendations. Following approval of draft recommendations, the Council's chairperson testified before the Senate Subcommittee concerning Senate File 22. The Council's final recommendations were distributed statewide, March, 1975. These recommendations can be found in Section D of this document.

The third phase of the Council's activities entailed a careful perusal of those factors which appear to impact on the cost and quality of education in Minnesota. Several papers were developed by staff and others to clarify problems and help delineate a model for thinking about the multitude of factors involved. These papers were directed towards such topics as: incentives for interdistrict cooperation; school district size; class size; cost and quality of education; and, teachers' contracts and teacher unionization in Minnesota as each is affected by reduction of staff or school district consolidation.

These papers and the discussions therein facilitated the Council's preparation for the fourth phase. Eight public hearings were held in 1975 throughout the state during the month of October (see page 14). The purpose of the hearings were to acquire a better understanding of how fluctuating enrollments are affecting the local school districts and to solicit alternatives from those most directly concerned with and affected by fluctuating enrollments. The Notice of Meeting sent out to all school board chairpersons, school superintendents, legislators,

statewide organizations, and other interested persons, delineates the areas in which the Council specifically wanted testimony (see page 15). A summary of the testimony heard can be found on page .

The fifth phase of the Council's activities involved the development of the preliminary report. Given the complex impact of fluctuating enrollments upon the quality and cost of education, the Council's primary intent in this report was to define the problems(s) and to suggest alternative solutions.

The Council's activities for the year 1976 included further study into the impact of fluctuating enrollments as stated in the specific problem statements found in the preliminary report. The examination of the impact of fluctuating school enrollments encompassed the development and completion of special studies in the areas of revenue, school facilities, transportation funding, interdistrict cooperation, teacher mobility, implementation of local district staff reduction plans, a twelve district study, an analysis of the 1974-75 full time equivalency (FTE) professional staff per pupil ratios (i.e., class size and numerical staffing adequacy) and an analysis of the 1974-75 full time equivalency (FTE) professional staff by age, experience and training levels.

In October, 1976, the Council held eight public hearings throughout the state of Minnesota to solicit responses to tentative recommendations from persons interested and concerned with the impact of fluctuating school enrollments. A copy of the hearing schedule, the Notice of Hearing, the tentative recommendations, and a summary of the hearing testimony can be found on pages 24-40.

The final phase of the Council's activities included the development and publication of this final report in two volumes. This document will be presented to the 1977 Minnesota Legislature in January of that year.

## RESOURCE PERSONS WHO HAVE APPEARED BEFORE THE COUNCIL

Commissioner Howard Casmey, State Department of Education

Senator Nicholas Coleman, Minnesota Senate

Paul Gilje, Citizens League

Van Mueller, School Finance Task Force

Gayle Anderson, State Department of Education

Fred Christiansen, State Department of Education

Eugene Eininger, State Department of Education

Marvin Gieness, Citizens League

Farley Bright, State Department of Education

Richard Wollin, Southwest and West Central Education Service  
Area

Gerald Mansergh, Educational Research and Development Council--  
Twin Cities

Randy Johnson, School Board Member, associated with Educational  
Research and Development Council--Twin Cities

Hazel Reinhardt, State Demographer

Dean Honetschlager, State Planning Agency

Ellis Onstead, State Planning Agency

Gordan Krantz, University of Minnesota

Yardena Harpaz, University of Minnesota

Ellen Fitzgerald, University of Minnesota

Lynne Anderson, University of Minnesota

John Adams, Minnesota Educational Assessment Program

George Schmidt, State Teachers Retirement Board

# Hearing Schedule - October, 1975

<u>Date</u>	<u>Time</u>	<u>City</u>	<u>Location</u>
October 8, 1975	7:30 p.m.	Redwood Falls, MN	Little Theatre Redwood Falls High School 5th and Lincoln St. Redwood Falls, MN
October 13, 1975	7:30 p.m.	Rochester, MN	Student Center John Marshall High School 1510 14th St. NW Rochester, MN
October 14, 1975	4:00 p.m.	St. Paul, MN	Room 15 State Capitol
	7:30 p.m.	St. Paul, MN	Room 15 State Capitol
October 21, 1975	7:30 p.m.	Duluth, MN	Library New Central High School 800 E. Central Entrance Duluth, MN
October 22, 1975	7:30 p.m.	Bemidji, MN	Auditorium J. W. Smith Grade School 15th St. Bemidji, MN
October 28, 1975	7:30 p.m.	St. Cloud, MN	Little Theatre South Junior High 1120 S. 15th Avenue St. Cloud, MN
October 29, 1975	7:30 p.m.	Fergus Falls, MN	Auditorium Junior High School 600 Friberg Fergus Falls, MN

Notice of Meeting - October, 1975

The Advisory Council on Fluctuating School Enrollments will hold a hearing at \_\_\_\_\_ (Place) MN, on \_\_\_\_\_ (Date) 1975, at \_\_\_\_\_ (Time) .

The Advisory Council on Fluctuating School Enrollments was created by the 1974 Legislature to study "the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education." The Council shall report its preliminary findings and recommendations to the Legislature January, 1976. The Council is required specifically to report on "incentives for additional cooperation among school districts, the optimal size of regional units of cooperation, and appropriate teacher-pupil ratios."

The purpose of this hearing will be to acquire a better understanding of how fluctuating enrollments are affecting the local school districts, and to solicit alternatives from those concerned with and affected by fluctuating enrollments.

The Council wishes to take testimony on the following:

1. Have fluctuating school enrollments affected the cost and quality of your educational program? Will they? If so, how?
2. What, if any, changes should be made in the educational system (i.e., school organization, facilities, staffing, financing, etc.) to meet the problems associated with fluctuating school enrollments?
3. What implications would the following have on your school district?
  - a. Regional or intermediate educational service units?
  - b. School district consolidation?
  - c. Encouraging the leasing of surplus school facilities by those districts needing some?
  - d. The requirement of a certificate of need from the state before any new school building construction is allowed?
  - e. Eliminating barriers to teacher mobility?
  - f. Increasing or eliminating levy limitations?
4. How effective has the school aid formula been in providing for fluctuating enrollments or to recognize certain costs associated therewith?

Enclosed are some additional questions that might be considered for the hearing.

We invite you and/or members of your board, community educational advisory board, staff, parents, or students to testify. A prepared statement will be appreciated. However, we also encourage informal testimony.



If your organization would like to present testimony at this meeting, please contact Kay E. Jacobs, Room 724, Division of Planning and Development, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101, Telephone: (612) 296-7429.

If you wish to suggest others in your area who might testify, please let us know.

We look forward to meeting you at the hearing.

Kay E. Jacobs, Staff  
Advisory Council on Fluctuating School Enrollments

KEJ:ltd

Enc.

The following questions might be considered in preparing for the hearing:

1. What is your school district doing to maintain quality education in light of declining enrollment, increasing costs, etc.?
2. What is the impact on personnel realized by the host districts in cooperative units as a result of declining enrollments (i.e., tenure, seniority, staff reductions, etc.)?
3. To what degree would increasing school district size by consolidation affect transportation costs?
4. What should be the maximum length of time per day on a school bus for elementary students and secondary students in your district?
5. How would your district be affected if school district boundaries are maintained with administrative units among districts consolidated?
6. Would interdistrict cooperation increase curriculum breadth in your district? Would there be an increased cost factor?
7. Should the vocational center concept be expanded to include other subjects?
8. How have fluctuating enrollments affected the longevity and educational level of your teachers as per salary costs?
9. What effect has fluctuating enrollments had on curriculum, elementary and secondary?
10. What types of conditions would inhibit or enhance cooperation among districts in your area?
11. What do you consider to be the pros and cons of interdistrict cooperation?
12. What alternatives might be considered to facilitate teacher mobility or portability (regional mobility or statewide mobility)?
13. What alternatives could be considered to facilitate inter-district use of facilities?
14. What effect have fluctuating enrollments had on your classroom teacher-pupil ratio?
15. What alternatives might be considered in staff compensation (i.e., consolidation of bargaining units to ease the impact of fluctuating enrollments on cost)?

9/8/75  
KEJ/ltd

## Testimony From Hearings - October, 1975

The following summary of testimony given at the hearings has been categorized under the four questions asked in the Notice of Hearing. These statements are not in any particular ranking of priority or importance.

### 1. HAVE FLUCTUATING SCHOOL ENROLLMENTS AFFECTED THE COST AND QUALITY OF YOUR EDUCATIONAL PROGRAM? WILL THEY? IF SO, HOW?

#### a. General consensus--definitely

##### Effects on Quality

#### a. Staff reduction

- (1) Increased pupil/staff ratio
- (2) Increase in class size
- (3) Need for alternative staffing patterns
- (4) Reduction of elementary consultants
- (5) Fewer new teachers--increase in age and experience of teachers

#### b. Comprehensive programs

- (1) Reduction and elimination of programs (currently in cocurricular and higher level curricular courses)

#### c. Closing schools

##### Effects on Cost

#### a. Increasing percent of teachers at top of salary schedule

#### b. Increasing teachers' salaries

#### c. Reduction in aids; 50 percent loss in agricultural differential

#### d. Economies of education cannot be made proportional to declining enrollments

- (1) Example: Elementary can drop from 400 to 350. District still needs educational leadership, thus increased administration/pupil cost. Same can be found in special services area--special staff has remained stable.
- (2) Reducing instructional supplies results in fewer supplies at higher cost. (Some indicated cooperative purchasing more expensive.)
- (3) Inflation affects fixed charges like insurance, fuel, utilities, and supplies.
- (4) Increase in traveling of education specialists between buildings to maintain like pupil ratios--a cost overburden results from reduced loads or extra pay.

### 2. WHAT, IF ANY, CHANGES SHOULD BE MADE IN THE EDUCATIONAL SYSTEM (i.e., SCHOOL ORGANIZATION, FACILITIES, STAFFING, FINANCING, ETC.) TO MEET THE PROBLEMS ASSOCIATED WITH FLUCTUATING SCHOOL ENROLLMENTS?

##### School Organization

#### a. Incorporate primary-intermediate concept

- b. Cooperation with other community agencies such as colleges, vocational-technical schools, etc.
  - (1) Educational centers
  - (2) Consolidation
  - (3) Interdistrict cooperation
  - (4) Regional educational service units

#### Facilities

- a. Sharing facilities, renting neighboring school facilities. (Some expressed geographic limitations.)
- b. Obsolete facilities should be disposed of and excess facilities should be used for program improvement (i.e., early childhood, community services, senior citizens), sold or leased.

#### Staffing

- a. Increase teacher efficiency
- b. Reassess certification requirements between the vocational-technical division and general certification needs
- c. Staff development for energizing experienced staff
- d. Retraining for occupations outside public education
- e. Early retirement programs

#### Finance

- a. Formula adjusted to recognize higher staff costs (categorical aid for salary overburden power equalizing concept in financing)
- b. Statewide salary schedule with consideration for geographic living cost differences (several mentioned regional bargaining units)
- c. Allow districts to increase local levies enough to reduce maintenance deficit and then limit additional expenditures to equal percent of additional receipts
- d. Allow all districts to receive equal aid

#### General

- a. Any charges should be carefully thought out through long-range planning
- b. Set educational program standards

### 3. IMPLICATIONS OF REGIONALIZATION, CONSOLIDATION, FACILITIES, CONSTRUCTION, TEACHER MOBILITY, LEVY LIMITATIONS.

#### Regional Intermediate Educational Service Units

- a. Support, but do not use all services
- b. Cooperation among districts preserves local school control and identity
- c. Need financial incentives for interdistrict cooperation
- d. Regional planning must emanate within defined regions; such planning based on mutual needs and cooperation
- e. Possibility in sharing administrative costs for some programs with other school districts

- f. Increased interdistrict cooperation a must
- g. Useful for identifying specific areas for joint action by two or more districts
- h. Cooperative purchasing (some say no good)
- i. Provide a more efficient and effective basis for working with general government agencies
- j. Allow for consolidation of the many jurisdictional bodies functioning at present time
- k. Provide stimulus/assistance in regional bargaining, data processing, planning, teacher exchange programs, etc.
- l. Allows for increased services, economy of tax expenditures and efficiency

#### School District Consolidation

- a. A values issue, not an educational issue
- b. Must consider additional transportation costs
- c. May increase traveling on buses in excess of one hour both to and from school
- d. Negative aspects:
  - (1) Availability of facilities
  - (2) Transportation
  - (3) Seniority of staff
  - (4) Loss of community control and identity
- e. Positive aspects:
  - (1) Increased curriculum breadth (may also be achieved to a lesser extent with interdistrict cooperation)
  - (2) May be feasible to consolidate the administration and staff of adjoining district but maintain legal entity (this can cause other problems in management and only affect minimal savings)
- f. Consolidation of two or three small districts only a temporary solution
- g. Consolidation by function rather than district consolidation--example: special education, vocational education, and data processing

#### Leasing Surplus School Facilities

- a. Wherever possible, it is an alternative--usually cannot find anyone interested in leasing or circumstances do not allow for it
- b. Program improvement must be clearly justified before students are moved greater distances
- c. This would be unique to those few neighboring districts where one is growing and one is declining
- d. Geographic distances exempt this consideration

#### Certificate of Need

- a. General feeling expressed ranged from definitely opposed to possible if procedures and criteria are established to hasten decisions
- b. Might make an advisory function of the regional unit

#### Eliminating Barriers to Teacher Mobility

- a. Desirous but never to the extent that local districts could not employ the staff it desires and deems qualified for a position

- b. Constraints on teacher mobility
  - (1) Master contracts making it necessary to grant "X" number of years for previous experience
  - (2) High cost of experienced teachers
- c. Few districts really need or want experienced teachers
- d. Provide opportunities for mobility out of the profession (early retirement, severance pay, change retirement specifications from age to years of service)
- e. Common personnel policies within regional units
- f. Rescind Minnesota Statute 125.12, Subd. 6b (seniority law)
- g. Incentives for mobility, monetary or otherwise, would not guarantee that mobility would occur
- h. Provide special reimbursement to growing districts to hire veteran teachers
- i. Make salaries equitable for transferring teachers
- j. Enabling pension plan coordination
- k. Voluntary teacher exchange programs
- l. Making part-time teaching positions available
- m. Make tenure application uniform
- n. "Trial" transfers
- o. Permit special leaves or financial assistance to teachers who prefer to work elsewhere, outside of education
- p. Keep seniority law from interfering with program offerings of school districts
- q. Allow senior teachers part-time employment with credit toward retirement figured at a prorated factor of percent of time worked
- r. Give credit for military service for retirement purposes to all staff regardless of whether they were employed in a district prior to going into the service.
- s. Consider the possibility of establishing a faculty consortium with several states because of transportability of pension. This program could be funded under the Education Commission of the States
- t. Statewide salary schedule with geographic considerations

#### Increasing or Eliminating Levy Limitations

- a. Elimination would increase local authority and accountability
- b. To increase or eliminate limitations for specific cause or reasons such as fringe benefits for higher wages
- c. Increase levy limitation enough to reduce maintenance deficit and then limit them to additional expenditures equal to percent of additional receipts
- d. Either action would restore options for program improvement
- e. Consider levies for Public Employees Retirement Association (PERA) and social security
- f. This would definitely improve the ability of a district to finance its program

4. HOW EFFECTIVE HAS THE SCHOOL AID FORMULA BEEN IN PROVIDING FOR FLUCTUATING ENROLLMENTS OR TO RECOGNIZE CERTAIN COSTS ASSOCIATED THEREWITH?
- a. Foundation aids do not increase proportionately with the Equalization Aid Review Committee (EARC) and local assessed valuation; thus decrease in aid
  - b. Elementary units could be reevaluated and weighted 1.2 units
  - c. State support for Educational Service Agency (ESA) programs
  - d. Formula should allow districts to plan for a two- or three-year period for the education of students presently flowing through the school district
  - e. Everyone should receive equal amounts of foundation aid (low-spending districts should not be penalized)
  - f. Adjustments in the foundation aid formula were not enough to offset deficit spending caused by a low pupil/certificated staff ratio; comprehensive program offerings and inflationary costs
  - g. Provide some method for dealing with multiple year remaining costs, such as higher staffing costs (several referred to salary overburden)

#### ADDITIONAL RESPONSES

- a. Length of time on a bus--no more than one hour each way or no more than 30 minutes each way
- b. Interdistrict cooperation may increase curriculum breadth and, depending on the district, increase costs
- c. Expanding the vocational center to include other functions could be considered
- d. The relationship of the school, the home, and the community today makes it imperative that human factors as well as statistical factors be considered (the values, interests, support and participation of lay citizens may well be the most important ingredient to consider).
- e. Develop a resource pool of experts to be used by districts in such matters as developing a good data base and the demographic characteristics of a district, alternative uses of facilities, preparation of community for enrollment problems
- f. Utilize army helicopters for transportation in sparsely populated areas

#### GENERAL PERCEPTIONS OF TESTIMONY

The term "some" in the following statements indicates that the extent to which the following occurs cannot be stated specifically and should not be used to generalize the condition to all districts. It appears these conditions are influenced by legislation, school district size, budgetary status, management skills in planning, and extent of cooperative efforts (either formal or nonformal).



"Some" districts are experiencing

- . Decrease in enrollment, decrease in state aid, increase in the local tax effort, decrease in reserve funds approaching deficit spending, increase in program (especially mandated programs), decrease in classroom teachers at elementary level.

- . Decrease in enrollment, decrease in state aid, increase in local tax effort deficit spending, decrease in student activity programs, decrease in classroom teachers (primarily in elementary and secondarily at the junior high level).

- . Decrease in enrollment, decrease in state aid, increase in local tax effort deficit spending, decrease in all program levels, decrease in classroom teachers at the elementary and secondary levels, decrease in educational consultants, administration and special assignments.

- . Increase in enrollment planning for continued growth minimal consideration of future/potential decline.

The school districts appear to be at different entry levels to the financial and educational impact of fluctuating school enrollment. "Some" school districts feel they are offering the best program they can give their revenue and resources. "Some" districts are explicit about state government intrusion in the educational system. "Some" districts want assistance in planning based on enrollment trends and alternatives to meet their needs.



Hearing Schedule - October, 1976

Day/Date	Time	City	Location
<del>Wednesday</del> <sup>CHANCE</sup> * <del>DAY/DATE</del> October 6, 1976 * Thursday, October 7, 1976	7:30 p.m.	Redwood Falls	Little Theatre Redwood Falls High School 5th and Lincoln Street Redwood Falls, Minnesota
Tuesday - October 12, 1976	7:30 p.m.	St. Paul	Room 15 State Capital St. Paul, Minnesota
Wednesday - October 13, 1976	7:30 p.m.	Rochester	Student Center John Marshall High School 1510 14th Street NW Rochester, Minnesota
Thursday - October 14, 1976	7:30 p.m.	Minneapolis	Commissioner's Meeting Room Located on A Level (one level below street level) Hennepin County Government Center Minneapolis, Minnesota
Wednesday - October 20, 1976	7:30 p.m.	Duluth	Central Administration Building Lake Avenue and 2nd Street Board Room, 2nd floor Duluth, Minnesota
Tuesday - October 19, 1976	7:30 p.m.	Bemidji	J. W. Smith - Auditorium Elementary School Between 15th and 16th Streets Bemidji, Minnesota
Tuesday - October 26, 1976	7:30 p.m.	St. Cloud	Little Theatre South Junior High School 1120 South 15th Avenue St. Cloud, Minnesota
Wednesday - October 27, 1976	7:30 p.m.	Fergus Falls	Junior High School Auditorium 600 Firberg Fergus Falls, Minnesota

Notice of Meeting - October, 1976

The Advisory Council on Fluctuating School Enrollments will hold a hearing at \_\_\_\_\_ (Place) MN, on \_\_\_\_\_ (Date) 1976, at \_\_\_\_\_ (Time) .

The Advisory Council on Fluctuating School Enrollments was created by the 1974 Legislature to study "the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education." The Council shall report its findings and recommendations to the Legislature in January, 1977. The Council is required specifically to report on "incentives for additional cooperation among school districts, the optimal size of regional units of cooperation, and appropriate teacher-pupil ratios."

The purpose of this hearing is to acquire an understanding of how the following tentative recommendations may affect the local school districts, and to solicit alternatives from those concerned with and affected by fluctuating school enrollments.

We invite you and/or members of your board, community educational advisory board, staff, parents, or students to testify. A prepared statement will be appreciated. However, we also encourage informal testimony.

If your organization would like to present testimony at this meeting, please contact Kay E. Jacobs, Room 724, Division of Planning and Development, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota, 55109 (Telephone: 612-296-7429).

A copy of the Hearing Schedule has been enclosed should you not be able to attend the hearing in your area but wish to attend another meeting in the state.

If you wish to suggest others in your area who might testify, please let us know.

We look forward to meeting you at the hearing.

Van D. Mueller, Chairperson  
Advisory Council on  
Fluctuating School Enrollments

VDM:amz

Enclosure

## RECOMMENDATIONS

The Council wishes to take testimony on the following recommendations:

### *A. Staffing Flexibility*

1. The Legislature should encourage the State Department of Education or the Educational Cooperative Service Units to serve as a clearinghouse for teacher-exchange programs and for information concerning school district cooperative staffing arrangements especially in such specialized areas as foreign language, physics/chemistry, advanced mathematics; noninstructional support services such as counseling, librarians, health personnel and other special services staff; and administrative staff curriculum directors, research and development directors, supervisors, etc.
2. The Legislature should establish a statewide or a series of regional "teacher corps." Members of the corps could remain employees of their home district; thus, retain all seniority, pension, and salary benefits therein. They could, however, serve in another district with the state paying the differential in salary between teacher's salary and the home district's base salary and with the other district paying the latter. The members of the corps could be experienced teachers selected from declining enrollment districts and, if the members of the corps are to be volunteers, a state bonus may be a necessary incentive.
3. The Legislature or State Department of Education should encourage teacher mobility by providing special reimbursement to growing districts which are willing to hire veteran teachers from declining districts by encouraging collective bargaining agreements that do not set ceilings on the amount of longevity credit for service elsewhere, by making uniform probationary periods for teachers new to the district and by mounting a campaign to inform teachers about the existing portability of their pension benefits. The special reimbursement should be equal to the added costs to the hiring district.
4. The Legislature should continue the Eligible Teacher Program (Minnesota Statute 124.611) and expand it to include experienced teachers from declining districts. The reimbursement aid should be increased to 100%.
5. The Legislature should not provide fiscal incentives for the sharing of administrative staff.
6. The Legislature should authorize extended leaves of absence without pay not to exceed two (2) years for teachers with at least seven (7) years experience in a district. Teachers reinstated after the leave of absence would retain seniority and continuing contract rights in the district as though he/she had been teaching during the period of the leave.

B. *Class Size*

The relationship between class size and fluctuating school enrollments and its impact on the cost and quality of education is unclear. Sufficient data is not available to support a recommendation in this area.

C. *Unrequested Leave of Absence*

1. The Legislature should review and clarify Minnesota 125.12, Subd. 6a, Negotiated Unrequested Leave of Absence; Subd. 6b, Unrequested Leave of Absence; and 125.17, Subd. 11, Services Terminated by Discontinued or Lack of Pupils: Preference Given, as it relates to all certificated positions in the following ways:
  - a. Clarify the process of staff reduction for all certificated positions.
  - b. Clarify the reduction procedures should consolidation occur to insure continuing contract rights and seniority to all certificated staff.
  - c. Define the purposes of this policy:
    - . "Teachers" to mean a principal supervisor, classroom teacher, and any other professional employee required to hold a certificate except superintendent and assistant superintendent.
    - . "Qualified" to mean a teacher who has a major in the subject matter or field taught, and has successfully had experience in such subject matter within the past five years.
    - . "Subject matter or field" should be consistent with State Department of Education requirements for certification.
    - . "Seniority" to mean full-time continuing contract teachers and shall exclude probationary teachers, substitutes, part-time teachers, substitutes, part-time teachers, and those teachers who are acting incumbents for teachers on authorized leave of absence.
  - d. All school districts (cities of 1st class and independent districts) in Minnesota should be treated equally under the law.

D. *Teacher Exit*

1. The Legislature should provide a plan incorporating state-local funding to support severance pay provisions which encourage early retirement.

2. The Legislature should not lower the age limit for recipients of full retirement benefits as a means of meeting the problems of declining enrollments.
3. The Legislature should provide funds for the retraining of teachers and reemployment assistance both in and out of teaching.

**E. Foundation Aid Formula**

1. The foundation aid formula for declining school districts should be changed to extend the special credit for enrollment change over a three year period. This could be accomplished by counting .6 pupil unit for each unit of decline the first year, .3 pupil unit the second year, and .1 pupil unit the third year.
2. The Legislature should continue without change the fast growth enrollment factor in the foundation aid formula.
3. The Legislature should continue to reexamine on an annual or biennial basis the allocation of state/local support for education using a 70/30 percent state/local ratio as a measure of equity. The Council is particularly concerned that given constant levy mileage limitations the recent inflationary increases in property valuations may lead to excessive real property taxes and hence excessive local effort. This would erode the equity and equalization aspects of the foundation aid formula.
4. The Legislature should provide within the foundation aid formula provisions for the professional training of all certificated staff. This provision should account for the levels of training on an index basis.
6. The Legislature should retain the present pupil unit weighting for kindergarten, elementary, and secondary students.
7. The Legislature should revise the current levy limitation to (1) incorporate a "power-equalized" or equal dollar for equal effort provision for any excess levy; (2) allow local school board discretion on excess levies to a maximum of 5 mills on EARC valuation; and (3) maintain the referendum provision for levies in excess of 5 mills on EARC valuation.
8. The Legislature should provide full state funding for school district fixed costs associated with district contributions to Public Employees Retirement Association (PERA), and Social Security (FICA).
9. The Legislature should provide within the foundation aid formula provisions for adjustments to the pupil unit base to reflect cost differentials attributable to sparsity of pupil populations.

*F. Transportation Aid Formula*

1. The Legislature should not amend the transportation aid formula to provide for reimbursement levels adjusted for charges in the Wholesale Price Index.
2. The Legislature should amend the transportation aid formula to provide full state funding for the transportation of handicapped students for all expenses above the 128% allowable costs.
3. The Legislature should expand the transportation aid formula to include allowable costs for specified student activity transportation needs (field trips, athletics, music, debate, etc.) and for interdistrict cooperative programs transportation needs.

*G. Educational Program*

1. The Legislature should support a study on the cost and quality of current educational services in school districts by size of district and expenditure levels. This study should focus, not only on the number and types of educational offerings, but also on the F.T.E. staff capability related to the program.
2. The Legislature should define minimum educational standards or require the State Department of Education to make such a definition. Sufficient funds should then be allocated through foundation aid to allow each school district to meet program standards providing the school district is of sufficient size to justify, economically, offering the program.

*H. Cooperation*

1. The State Board of Education should seek statutory authority to adopt administrative rules and regulations that would serve as incentives to interdistrict cooperation and provide for orderly development of cooperative interdistrict programs.
2. The Legislature should continue to fund the Educational Cooperative Service Units for a second year at the same level of support granted in year one.
3. The Legislature should amend the ECSU statute to allow for the governance of the ECSU by lay citizens selected on a proportional basis by local school board members, with advice and counsel from a board of administrators.
4. The Legislature should amend the ECSU statute to require all local school districts to participate in planning activities on a regular basis.



## I. Consolidation

1. The Legislature should provide fiscal incentives to encourage the consolidation of small districts. This should be more than a planning grant including one or all of the following:
  - . A prorated grant based on the size of the new district.
  - . A flat grant guaranteeing the new district a given number of dollars for a fixed number of years. The threshold for securing this aid should be an enrollment of at least 850 pupils in the new district.
  - . A shared cost formula to finance school facilities construction and/or renovation.

## J. Management

1. The Legislature should provide the appropriate funds, on a continuous basis, for the training and retraining of selected management personnel in the utilization of management systems.
2. The Legislature should provide appropriate funds to enable the State Board of Education in cooperation with other state administrative agencies and legislative research units to develop and implement a school district management monitoring system to include the following components: enrollment data, revenue data, resource allocation data, service/program capability data, outcome/productivity data, and elementary and secondary school building data.
3. The Legislature should amend Minnesota Statute 123.741-742 to incorporate into the mandated annual reports to be made available to the public a report on anticipated changes in enrollment and their impact on the cost/quality of educational programs, facilities, and services.
4. The Educational Cooperative Service Units should be required to provide the leadership and training for projecting local school district enrollment trends and provide adequate funding to carry out this mandate.
5. The Legislature should continue to support and encourage the office of the State Demographer in all efforts made to continually study the historical patterns of enrollment changes, the development of assessment devices, and the collection of a more reliable data base for the analysis of enrollment change.
6. The Legislature should not mandate a provision of regional bargaining units in Minnesota Statute Public Employment Labor Relations Act of 1971.

K. *Facilities*

1. Local school districts should promote the concept of cooperative purchasing of goods and services through the Educational Cooperative Service Units or other governmental units.
2. The Legislature should provide fiscal incentives for the leasing or sharing of school facilities and/or buildings between school districts, public or nonpublic. This may be supplementary to the existing additional capital outlay levy found in Minnesota Statute 275.125, Subd. 12, (1975 Supplement).
3. The Legislature should require all school districts to submit school construction proposals for projects in excess of \$50,000 to the State Board of Education for review and comment.
4. The State Board of Education should provide a facilities planning manual or ad hoc committees of facilities experts to the local school districts which would provide alternatives for the disposal of obsolete and excess facilities.
5. The Legislature should develop and fund a shared cost formula to finance school facilities construction and/or renovation.
6. The State Department of Education should provide funds, through a shared-cost formula, as incentive for the lease/purchase or renovation of existing modular/relocatables or the construction of new modular units, in districts where there is reason to believe the pupil population is unstable or is projected to decline in future years.
7. The State Department of Education should develop a standard set of specifications for new modular/relocatable units (basic unit) to help insure low local maintenance, and ease of relocation at minimal cost to the state.
8. The State Department of Education and/or the ECSUs should maintain a state file/listing of their specifications and availability and provide funds for the relocation of such units as necessary throughout the state.



Supplementary List of Recommendations - October, 1976

In addition to the recommendations sent with the Notice of Meeting, the Council is also considering the following recommendations:

Educational Mobile Units: The Legislature should provide funds for the purchase and use of educational mobile units in those sparsely populated areas (students travel time exceeds one hour to or from school) in which the quantity and quality of education cannot be maintained or enhanced through inter-district cooperation or consolidation. These mobile units might provide educational services such as driver's education, science laboratories, model offices, et cetera.

Teacher Supply and Demand: The Legislature or the State Board of Education should conduct an annual study on the supply and demand of public education teachers by area of certification and program need. This study should be conducted in cooperation with the higher education institutions in the state of Minnesota. Information gathered from the annual study should be utilized annually to provide appropriate career counseling for undergraduates. This is not intended to encourage controls on individual career choices.

Issuance of Continuing Contracts: The Legislature should amend Minnesota Statute 125.12, Subdivision 3, *Probationary Period*, and Subdivision 4, *Termination of Contract After Probationary Period*, by changing the official date for renewal of teaching contracts from April 1 to May 15. This change in the renewal date would provide flexibility in educational, fiscal, and personnel planning at the local level.

Professional Experience Provision: The Legislature should provide within the foundation aid formula provisions for the professional experience of all certificated staff. This provision may be based on a staff experience index or adjustments to the pupil unit base to reflect the experience levels.

Class Size: The Legislature should not enact legislation which provides special aids to school districts to maintain an specified class size as a means to alleviate the fiscal and educational problems associated with fluctuating school enrollments.

Correction - School Construction Proposals: The Legislature should require all school districts to submit school construction proposals for projects in excess of \$250,000 to the State Board of Education for review and comment

The following summary of testimony given at the October, 1976 hearings has been categorized under six major headings: (1) personnel, (2) educational program, (3) revenue, (4) organization/governance, (5) transportation, (6) school buildings. The statements are not in any order of priority.

1. PERSONNEL

Staffing Flexibility/Mobility

- a. There should be measures to support staff mobility between school districts experiencing fluctuating school enrollments.
- b. Ideally, providing monetary incentives to encourage mobility has merit. However, from a practical standpoint, the incentives would have to be quite substantial since, as so many studies show, job satisfaction is not related to money alone.
- c. I strongly support some action which leads to the reduction of ceilings on longevity transferrable from one district to another for all teachers in all districts not only in growing districts. This would encourage mobility of teachers generally, create greater flexibility in staffing patterns in all districts, and make a contribution to the general improvement of education.
- d. While there is undoubtedly some merit in making it possible to share teachers and there are many reasons why the welfare of teachers and their security is important, it does not appear prudent for the state to guarantee complete security to any group of people. At any given time there is only so much money in the educational pot and the priority should be on the education of boys and girls, not on employee security.
- e. The clearinghouse and teachers corps concepts are attempts to establish a procedure to support a segment of the labor force that is now a victim of normal supply and demand trends and certainly should not and would not be tolerated by others similarly situated.
- f. The clearinghouse concept has implications for statewide teacher tenure. It utilizes teachers as "journeymen" and could affect continuity in buildings.
- g. In response to the recommendations about a clearinghouse and a teachers corps, I must indicate that we have existing placement agencies and employment offices, we do not need to create another bureaucracy to serve the same purpose.
- h. These staffing recommendations are only another step toward reorganization.
- i. I do not believe I can agree with the clearinghouse concept. We are, in many cases, too far down the road toward reorganization and regionalization.

## Teacher Exit

### a. Early retirement

- (1) The cost of lowering the age limit for recipients of full retirement benefits is extremely expensive. Perhaps some provisions can be found whereby individuals can retire somewhat earlier with full benefits and with a greater personal contribution to the fund.
- (2) I question adding to local costs on early retirement. I do feel legislative attempts should be made to lower the age limits for recipients of full time retirement benefits providing the involved teachers are willing to assume a larger share of payments into the fund.
- (3) The Legislature should lower the age for retirement benefits if the cost is not prohibitive.
- (4) The Legislature should lower the age limit for recipients of full retirement benefits and make up the amount for which early retirees are penalized. Unless such action is taken, few will retire early.
- (5) If it were possible to increase, for those interested, the percentage of monies going into retirement benefits, I believe lowering the age from 62 to 60 or 55 would encourage greater number of teachers with 30 years of experience, or thereabout, to leave teaching earlier.

### b. Severance pay

- (1) State-local funding to support severance pay provisions which encourage early retirement is in effect an early retirement. Can the state of Minnesota afford the cost?
- (2) The severance pay provision might be advantageous under one set of circumstances which can be adapted to individual districts. However, if we are going to pay people to exit, why not design a system which will also provide services commensurate with those dollars expended?
- (3) The two or three experiences we have had with severance pay would imply that state funding for this particular plan is not necessary, since it takes only one year after an experienced staff member who earns \$20,000 per year leaves, and is paid severance pay, is replaced by a \$10,000 per year teacher to make up the difference in cost.
- (4) We believe that it would be irresponsible to recommend a plan incorporating state/local funding to support severance pay plans to encourage early retirement.
- (5) Unless severance pay was very high it is doubtful that it will encourage anyone to retire early unless a teacher has some other assured source of income.

### c. Unrequested leave of absence

- (1) Why do we need to spend more money to encourage mobility of experienced teachers when all the Legislature has to do is change the current seniority law to make seniority transferrable from district to district. The present law is stagnating and inflexible. It destroys whatever free enterprise exists in the system.
- (2) The Council's recommended changes in the unrequested leave of absence law clarify ambiguities and restructures priorities in favor of those who receive educational services.

- (3) The law required school districts to negotiate unrequested leave of absence policies. There should be no interference in that process now. Boards of education and teachers ought to be given credit for the expertise they have in recognizing and working to solve and prevent problems at the local level.
  - (4) While there is concurrence that the present unrequested leave of absence law should be clarified as to the definition of teacher (i.e., inclusion or exclusion of the superintendent in the definition), some protection should be afforded the superintendent in terms of substantive and procedural due process before his/her contract would be terminated. A minimum contract term should be considered.
  - (5) It is our opinion that the unrequested leave of absence law should allow the local negotiating units and the school boards as much latitude in negotiations as possible.
- d. Extended Leaves of absence
- (1) The Legislature should authorize extended leaves of absence. There would be no problem with this if school boards did not have to guarantee the teacher their position and if there were a provision which would prohibit the use of "nuisance" short term leaves for two or three months.
  - (2) Many districts grant two years leave of absence to teachers for various reasons. There is no need for the Legislature to mandate such leaves. This should remain at the discretion of the local school board.
- e. Retraining of staff
- (1) Why should the state be responsible for the retraining of a specialized segment of the work force?
  - (2) Why should the Legislature retrain teachers any more than it should retrain other citizens required to change occupations? Teachers, by virtue of degrees, should be better prepared for a variety of occupations than most of our citizens.

## 2. EDUCATIONAL PROGRAM

### Class Size

- a. The special need for low staff-student ratios in inner city schools cannot be ignored.
- b. The relationship between class size, fluctuating enrollments and its impact on the cost is near to being directly proportional. A decrease in class size increases cost in most instances. The subject of class size and the impact it has on educational cost needs close examination.
- c. While every effort must be made to keep class sizes as small as possible, the determination must be made at the local level. It would seem over-regulatory for the state to develop rigid class size ratios.
- d. We do believe that lower class sizes produce more opportunity for learning by the individual student and insofar as being fiscally responsible, class sizes should be kept at an acceptable level.

### Minimum Educational Standards

- a. The definition of minimum standards might lead to required consolidation of smaller schools. Do we really mean it when we say that the "schools belong to the people"?
- b. The Legislature is not the proper party to determine minimum educational standards for all the students in the state of Minnesota. If they are to be the responsible party for this definition, then it would appear that local school districts and local control are a thing of the past.
- c. Minimum educational standards should be the responsibility of the local school district with broad goal statements which have programmatic implications established by the State Department of Education.
- d. If foundation aids are allocated on the basis of meeting educational standards, our school district will rapidly deteriorate.
- e. State minimum educational standards would have the effect of reducing our existing state quality educational program to fixed areas without recognizing the variance of needs and aspirations of students, parents and communities.
- f. "Minimum educational standards" needs to be defined. Does it mean (a) program of studies, (b) graduation credits, or (c) meeting certain test requirements in certain areas of study? If such standards are established and funds are supplied, does this imply a sharply restricted curriculum based on funds granted to support these standards? Does it leave any local option? Does the standard provide for special services as well as curriculum?
- g. We express concern over the Council's apparent desire to set minimum standards. It would appear desirable to explore alternative ways to fund education with the local community determining appropriate programs with less emphasis on the yet undefined term "quality education".
- h. If it is accepted that educational opportunities should be equal for all students within our state, then some of the programs in the rural areas should be given additional economic support. A program for a small group of students in rural Minnesota will cost more per pupil than in a large school district. This high cost should not be considered a deterrent these student's rights to the same program received by students in the urban area.

### Cost and Quality Study

- a. The recommendation regarding the cost and quality study of educational programs should receive the highest priority. This study should also include non-public schools since they also receive revenue from the state and should be under the same scrutiny as the public schools.
- b. Any effective study of the cost and quality of educational services must be coupled by the comparable pupil range. The extremely diverse population of the central cities in the seven county area is substantially different than any other district in the state.



- c. The recommendations on the educational program seem to support a concept of legislative control rather than local control.
- d. The quality of education cannot be measured.

### 3. REVENUE

#### Declining Enrollment Factor

- a. Attention must be given to foundation aids for districts facing declining enrollments.
- b. Changing the declining enrollment factor in the foundation aid formula would be helpful on a temporary basis.
- c. The three-year proposal for reduction of aids warrants consideration.
- d. We endorse the recommended changes in the foundation aid formula to extending the special credit for enrollment change over a three-year period and that all districts should be included in its application.
- e. By extending the special credit of enrollment change we are just procrastinating and not forcing districts to come to grips with the problem at hand.

#### Fast Growth Factor

- a. The fast growth factor should be incorporated with capital outlay costs.

#### 70/30 State/Local Support

- a. Because of the inflationary increases in assessed valuation the difference between the state and local support levels has become smaller each year. The Legislature should look at a small sample of school districts over the last three or four years. They may be surprised at the effects inflation has had on the "Minnesota Miracle".
- b. The Legislature should reexamine the allocation of state/local support levels on an annual basis.
- c. The growth in the assessed valuations is the fundamental problem and perhaps further limits on how much it can increase in any one year should be set; particularly, when the rate of increase far exceeds the rate of income.

#### Fixed Costs

- a. There should be state support for school districts fixed costs associated with district contributions to PERA, FICA and municipal retirement programs.
- b. The Legislature may consider allowing an excess levy to cover the school districts fixed costs.
- c. The state pays the TRA in social security for certificated staff. The same should apply to PERA and social security for non-certificated staff.

### Maturing Staff

- a. This might be of some assistance to those districts with a mature staff, but it might also encourage negotiating groups to spend most of their time and emphasis on increasing the index ratios, wherein more money is given for credits earned.
- b. High expenditure, declining enrollment districts are often staffed by highly trained and experienced teachers.
- c. Special aids in this area should take into account the differences in salary maximums between urban and rural districts.
- d. The Legislature should provide additional aid for those districts that have sixty percent or more of their teachers at the top of the salary schedule.
- e. High staff costs associated with a high level of professional training place an inordinate burden on a district's ability to finance its educational program.
- f. Years of experience are not a controllable factor but the "degree lanes" are established by local school districts. Any index developed, therefore, should give more emphasis to experience and actual degrees than to degree lanes.

### Power Equalizing

- a. The Legislature should allow local school board discretion on excess levies to a maximum of five (5) mills on EARC property valuations and maintain the referendum provision for levies in excess of five (5) mills.
- b. Power equalization is a good idea from an equality point of view. Discretionary excess levies would solve the problems of unique one year types of expenses incurred when opening new schools, or in the transition period when closing schools.
- c. This is an excellent provision provided employee groups do not simply expect this "extra" levy to be used for salary alone. No program should be eliminated if the extra levy is made.

### Sparsity

- a. The Legislature should provide special aids in the foundation aid formula to reflect the increased costs due to the sparsity of pupil populations.

### Mandatory Program Costs

- a. The Legislature should provide one hundred percent reimbursement to a school district for costs in excess of the average per pupil cost for mandated programs and services.
- b. The impact of special education tuition places a school district in serious financial trouble with no other choice than to cut staff or programs in some other areas. We do not receive near the amount of special aids necessary to cover these costs.

- c. The Legislature must continue to look at its consistent pattern of requiring service to handicapped pupils without adequate funding sources available for local schools while we advocate the educational needs being met of handicapped pupils. The pressure on the local district dollar to provide these services has been accelerating more rapidly than local districts can handle. Part of the problem is the continual development of new mandated services by the Legislature without adequate funding provided.

#### 4. ORGANIZATION/GOVERNANCE

##### Consolidation

- a. We support the need for state incentives to encourage consolidation of small school districts.
- b. Consolidation is one of the avenues to providing effective programs.
- c. I think we are hiding our heads in the sand in the state if we do not face up to the inevitable problem of legislative action to facilitate consolidation of small school districts. Equalizing educational opportunity is not possible if we continue to fund small school districts.
- c. Fiscal incentives for school district consolidation could be handled through adjustments in the foundation aid formula.
- d. It is certainly realistic to suppose that consolidation will be considered by school districts as population declines.
- e. School consolidation and the aftermath of school consolidation has probably been the biggest thorn in the side to school district operation.
- f. While consolidation appears inevitable, there should be no consolidation where the transportation of K-3 level students is required.
- g. Local school districts should be permitted to continue to educate their children as they see fit.

##### Cooperation

- a. It should be clearly evident that cooperative service units do perform a function at a lower cost before additional funding is continued.
- b. Cooperation should be fostered by fiscal incentives which allow districts to provide service to students at a reduced cost. Flexibility in utilizing funds is also extremely important. In some cases cooperation leads to more programming which means more money.
- c. Interdistrict cooperative programs can be supported only if there is voluntary participation of respective schools.

##### Educational Cooperative Service Units

- a. Participation in the ECSU's should be encouraged, not mandated.
- b. The ECSU's should serve the participating districts, not control.
- c. The ECSU's should not be made an arm of the state. If they are to be successful there should not be any tampering with the current basic philosophy.



## State Board of Education - Rules and Regulations on Cooperation

- a. If the State Board has statutory authority to develop and adopt administrative rules and regulations for the development of cooperative programs, it then has the power to legislate out of existence small school districts. This is a dangerous move.
- b. Additional powers to the State Board to develop these rules and regulations would further burden the overworked administration of the school districts.

### Management

- a. Those recommendations regarding management training should be guidelines under the leadership of the Department of Education.
- b. Unless we have legislative financial support for the employment of personnel and training of personnel it will be difficult for districts to keep up with the proliferation of additional management tasks required of the districts. It is becoming more and more difficult to administer school districts without adding administrative help. Educational Cooperative Service Units or Cooperatives are not the answer to all of these concerns.

### 5. TRANSPORTATION

- a. Additional transportation aids in areas of sparse populations should be considered.
- b. Transportation aids should include educational field trips, but not extracurricular costs.
- c. The school districts should receive full state funding for the transportation of handicapped students.

### 6. SCHOOL BUILDINGS

- a. The Legislature should provide aid to districts which modify buildings to accommodate added students and programs as other buildings are closed in line with declining enrollments.
- b. The Legislature should not help pay for school facilities or renovation.
- c. Fiscal incentives should be provided to encourage the leasing or sharing of school buildings.
- d. To assist and encourage school districts to upgrade their educational facilities or to build new facilities, the state could increase the state's contribution in the Debt Redemption Levy by increasing the homestead credit percentage to the consolidated district.

## MINNESOTA STATEWIDE ENROLLMENT PROJECTIONS

### Preface

The Advisory Council on Fluctuating School Enrollments was organized in 1974 to "examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education" [see Section A-1: Laws of Minnesota, 1974, Chapter 355, Sec. 68, Sub. 3(b)].

This paper addresses the baseline concern of what those fluctuations in enrollment will be, when they are likely to occur, and where they are most likely to be located.

Subsequent papers issued by the Council will be based on the framework of population projections generated in this paper, subject to revision according to the availability of revised data from agencies charged with the provision of that information, especially the State Planning Agency, the office of the State Demographer, and the State Department of Education.

### Projections

It is a cliché to say that one cannot predict the future. To compensate for this inability, humanity assumes that tomorrow will be very much like today. The probabilities are that such a belief is generally correct. But if one is interested in a longer range period, 10 years for example, the probabilities of being accurate attenuate rather quickly. Although one might feel (rather than know) that the world of 1985 is going to be quite different from our world in 1975, one cannot have any certainty as to which dimensions of life might be very different and which might closely resemble those of today.

The human condition is such that most persons either do not think about 1985, or do not wish to. When they do, it is likely that the general belief is that life will not change very much between now and then.

At a deeper level, however, that simply is not true. A person born two generations ago might have foreseen the widespread use of the automobile, but not round-trip rocket travel to the moon. Nor could anyone have imagined the expansion of man's inhumanity to man from cannon shells to nuclear bombs in relatively few years.

There is an apparent contradiction--on the one hand, we do not like to predict a different future for ourselves, and on the other hand we know that the future will be a good deal different from what we know now. In fact, there is an array of futures waiting to become reality, not just one monolithic future. Whatever emerges will depend to a large extent on what is done to define, shape, and implement events of programs or policies. From the range of alternatives, both desirable and undesirable, humanity can influence what eventually occurs.

In order to think about the shaping of the future, we need a good many tools which transcend the capacity of human intuition. Fortunately, more accurate recordkeeping of our recent history, the technological capacity of computers, increasingly sophisticated statistical techniques, and highly skilled people to manage the interaction of ideas and machinery are available to us.

The case under examination in this instance, that of population, is especially susceptible to reasonably accurate projection. (Compare the quality of population estimates over the next 10 years to trying to estimate something like changes in the American value system, for example.)

Minnesota is the second state in the country to utilize a demographer to develop various kinds of population projections. State agencies will be using data provided by the State Demographer in their planning; for perhaps the first time, there will be a commonality of data across agencies, a situation which will both permit and encourage better comparisons of data and more accurate planning. Heretofore, planning based on population was performed by each agency according to its generally noncomparable needs and by persons of varying degrees of skill.

The challenge of this Council involves fluctuating enrollments. It is important to have a clear picture about the size of the school-age population now, how much that population will change in size and composition in future, and how it will be distributed around the state. Once those patterns begin to emerge, the implications for other aspects of educational policy will also become more apparent.

One does not have to project very far into the future to perceive the approximate shape and size of the population of school youngsters in Minnesota. Those children will not enter school until 1980, shall all have been born by the end of this summer, and they shall be in our schools until about 1993. Those born only five years from now will not leave school until about 1998. Children born in the famous year 1984 will not leave secondary school until after the next century has begun. In other words, short-range projections of birth rates (e.g., for the years between 1975 and 1980) will suggest the impact of enrollments on schools from 1985-98.

Before a perusal of where Minnesota is likely to find itself in the future, it is useful to examine the recent past in terms of the state's population.

Between 1960 and 1970, the total population of Minnesota grew by 391,000 from 3,414,000 to 3,805,000, an increase of 11.5 percent over the population living in the state in 1960. While the metropolitan areas of the state grew by 19 percent, nonmetropolitan areas increased by only 3 percent. Nearly 90 percent of the total state increase was accounted for by the metropolitan areas. (See map on page 86.)

*Within Minnesota's metropolitan areas, all growth occurred in the suburban rings, where population increased by 385,000 or 45 percent. Central cities show a slight loss of 38,000 or 4 percent. As a result of these changes, there was a rise in the proportion of total state population living in metropolitan areas. In 1960, metropolitan areas accounted for 53 percent of the population; by 1970 this had increased to 57 percent. In the nation as a whole, nearly 70 percent of the population is metropolitan.*

*The growth of the state is reflected in an excess of births over deaths (natural increase) of 417,000, and a small net out migration of 25,000 persons. In metropolitan areas, population growth was the result of both natural increase (268,000) and net immigration (79,000). The central cities' loss was produced by a substantial out migration of 132,000 persons, equivalent to 14 percent of the population of the cities in 1960. By contrast, net immigration was of great importance to the growth of the suburbs, which gained 211,000 persons from this source, equivalent to 25 percent of 1960 population.*

*All areas of the state experienced significant changes in age composition. The population under 5 years of age declined by 14 percent in metropolitan areas and by 28 percent in nonmetropolitan areas. The most rapidly growing group was 15 to 24 years of age, which increased by 62 percent in metropolitan areas and 34 percent in nonmetropolitan areas.*

*The central cities' population loss was felt by all age groups except for 15 to 24 years and 65 years of age and over, while the suburbs show gains at all ages except the youngest (under 5).*

*All changes similar to those which occurred in the state as a whole are found in other sections of the country. They are due in part to changing birth rates and in part to migration.... (General Demographic Trends for Metropolitan Areas, 1960 to 1970, U.S. Department of Commerce, July 1971, Pages 4-5.)*




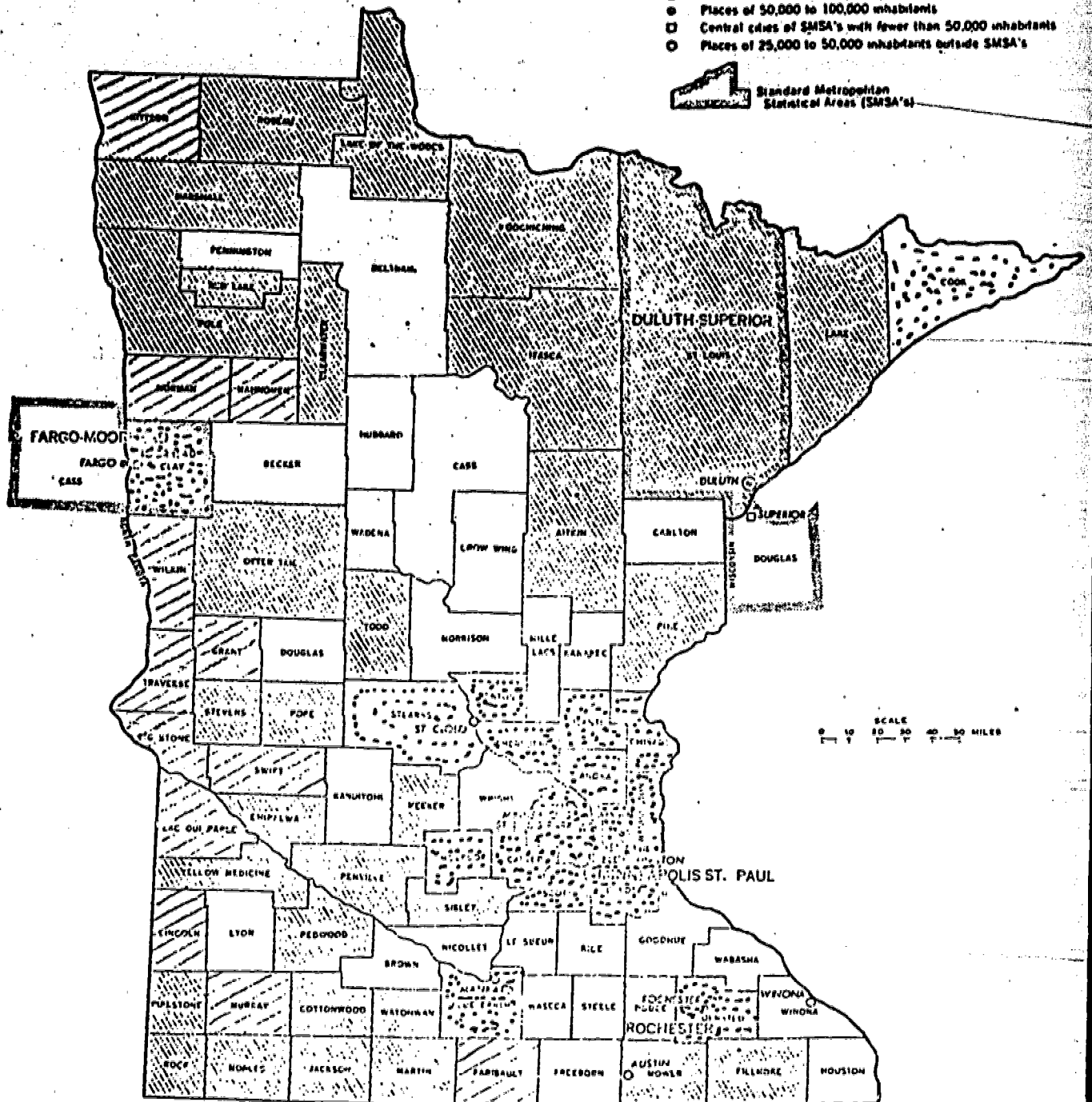
# Population Change for Counties: 1960 to 1970

## MINNESOTA

### LEGEND


- Places of 100,000 or more inhabitants
- Places of 50,000 to 100,000 inhabitants
- Central cities of SMSA's with fewer than 50,000 inhabitants
- Places of 25,000 to 50,000 inhabitants outside SMSA's

 Standard Metropolitan Statistical Areas (SMSA's)



0 10 20 30 40 50 MILES

### Percent change

- |  |   |
|--|---|
|  +13.3 or more |  0 to -9.9     |
|  0 to +13.2    |  -10.0 or more |

(Source: "General Demographic Trends for Metropolitan Areas, 1960-1970," U.S. Department of Commerce, July 1971, p. 2.)

Insofar as projecting Minnesota's total population for the next 25 years is concerned, the State Demographer has based her calculations on the following major assumptions:

- . Current rates of mortality will continue.
- . Migration rates will vary at the state level between slight outmigration and slight immigration.
- . In terms of fertility rates, the average number of children per female at the end of the child-bearing years will be 1.5, 1.9, 2.1, or 2.3 (The State Demographer has suggested that the 1.9 and 2.1 fertility rates were most likely. The 1.5 and 2.3 fertility rates have been eliminated from further consideration in this paper.)

Using the first two assumptions and fertility rate of 1.9, the following total population figures are:

Table I

	<u>Males and Females, 0-85+ Years</u>	
	<u>Totals</u>	<u>Percent Increase</u>
1970	3,804,971	--
1980	4,076,663	7.1
1990	4,421,483	8.5
2000	4,652,816	5.2

The State Demographer's projections suggest that there will be a "mini-baby boom" between 1980 and 1990. Live births will average 71,500 per year during that decade, following which they will drop back to a per year average of 60,700 between 1995 and 2000. Presently, they have been running at an average of 56,600 (1970-75).

The significant shift will be in the composition of the state's population: the proportion of persons under the age of 20 will decrease from 40 to 29 percent of the population between 1970 and 2000.

The following tables represent the best available projections for Minnesota between now and the end of this century. Table II represents a conservative fertility assumption of 1.9 births per female through the childbearing years. Table III assumes a more generous rate of 2.1 births per female. According to Minnesota's demographer, the latter figure is possible with a moderate probability.

Table II

## PRELIMINARY INTERPOLATIONS OF POPULATION PROJECTIONS\*

## STATE OF MINNESOTA

Fertility Assumption of 1.9 Births Per Female

	<u>5 Yrs.</u>	<u>6-13</u>	<u>14-18</u>	<u>5-18</u>
1970	74,582	662,879	387,144	1,124,605
1975	68,500	573,854	420,104	1,062,458
1980	56,544	492,118	383,937	932,599
1985	65,633	479,480	329,328	874,441
1990	71,447	553,923	275,791	901,161
1995	71,056	572,393	336,126	979,575
2000	65,442	542,470	361,819	969,731

\* Not adjusted for the seasonality of births or an age attainment requirement for entry into the Education System.

Table III

## PRELIMINARY INTERPOLATIONS OF POPULATION PROJECTIONS\*

## STATE OF MINNESOTA

Fertility Assumption of 2.1 Births Per Female

	<u>5 Yrs.</u>	<u>6-13</u>	<u>14-18</u>	<u>5-18</u>
1970	74,582	662,879	387,144	1,124,605
1975	68,500	573,854	420,104	1,062,458
1980	62,283	514,060	383,937	960,280
1985	72,268	534,388	329,328	935,984
1990	78,807	610,423	310,092	999,322
1995	78,916	634,715	370,084	1,083,715
2000	74,375	609,705	399,216	1,083,296

\* Not adjusted for the seasonality of births or an age retainment requirement for entry into the Educational System.

Table IV shows the estimated enrollment shifts for school-age youngsters for each fertility rate assumption.

Table IV

Year	<u>2.1 Fertility Rate</u>			<u>Projected Enrollments</u>	
	Projection	Net Change	% Decrease	Age 5-13	Age 14-18
1970	1,124,605	—	—	737,461	387,144
1975	1,062,458	- 62,147	- 5%	642,354	420,104
1980	932,599	-129,859	-12%	548,662	383,937
1985	874,441	- 58,158	- 6%	545,113	329,328
1990	901,161	+ 26,720	+ 3%	625,370	275,791
1995	979,575	+ 78,414	+ 8.7%	643,449	336,126
2000	969,731	- 9,844	+ 1%	607,912	361,819

Table V

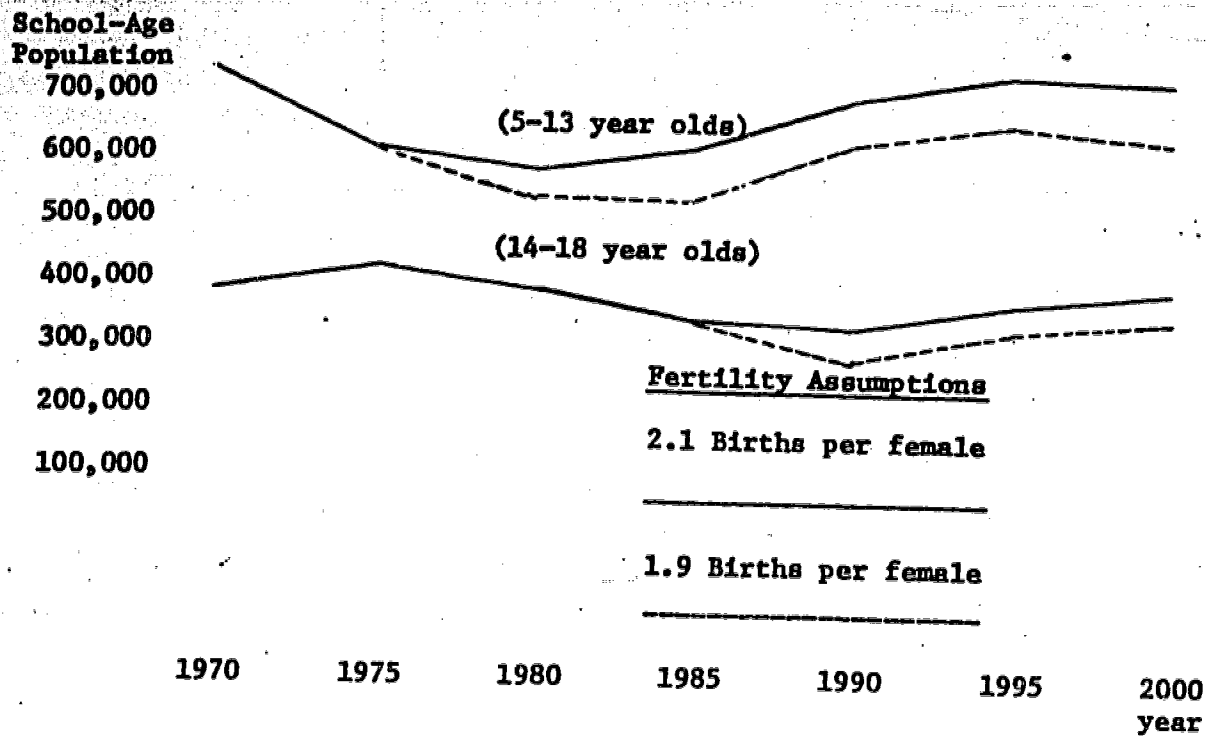
Year	<u>2.1 Fertility Rate</u>			<u>Projected Enrollments</u>	
	Projection	Net Change	% Decrease	Ages 5-13	Ages 14-18
1970	1,124,605	—	—	737,461	387,144
1975	1,062,458	- 62,147	-5.5%	642,354	420,104
1980	960,280	-102,178	-9.6%	576,343	383,937
1985	935,984	- 24,296	-2.5%	606,656	329,328
1990	999,322	+ 63,338	+6.7%	689,230	310,092
1995	1,083,715	+ 84,393	+8.4%	713,631	370,084
2000	1,083,296	- 419	—	684,080	399,216

(Source: Preliminary Interpolations of Population Projections, Minnesota State Demographer, 1975)

Graphically, these data look like the following:

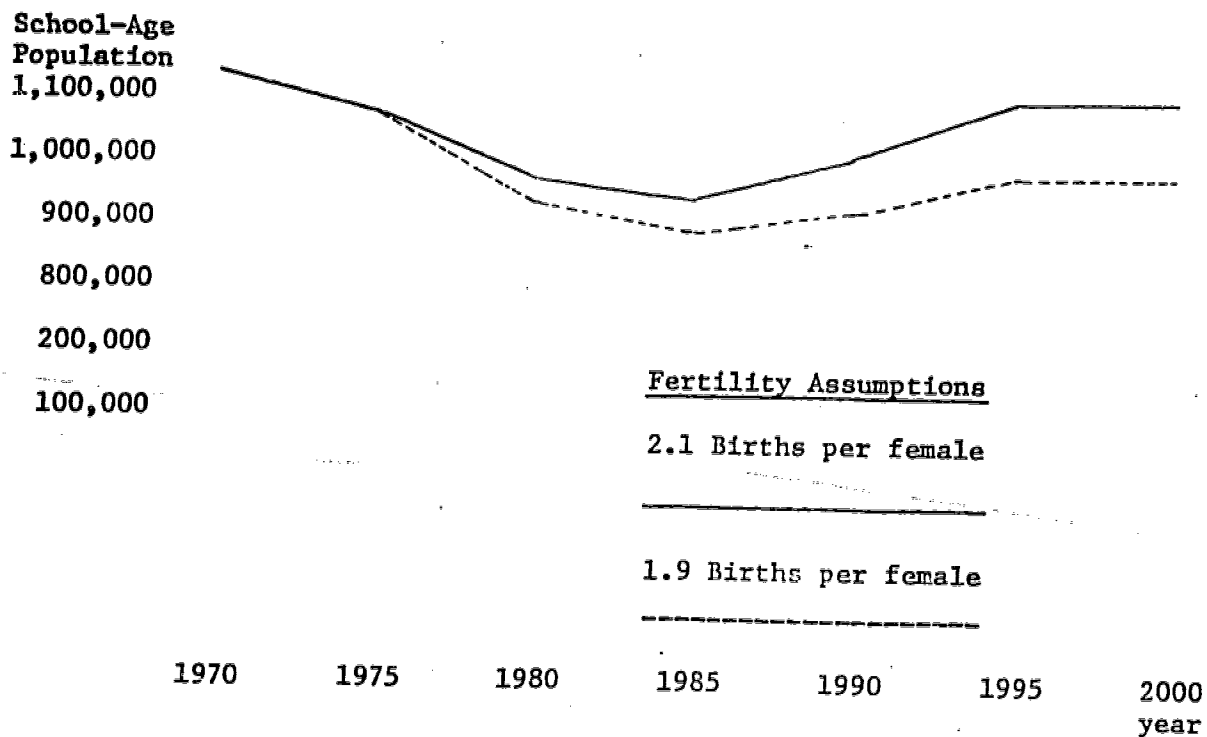


### Minnesota Population Projections of 5-13 and 14-18 Year Olds



### Minnesota Population Projections of 5-18 Year Olds

#### Using Two Fertility Assumptions



Under either projection, it is clear that overall enrollments will decline until about 1985 at which juncture small increases will occur. Under the 1.9 rate, there will be a sharp drop in age 5-13 enrollments,<sup>1</sup> leveling off around 1985 and followed by a sharp increase through 1995, at which point another decline sets in. The 2.1 rate shows a somewhat less serious decline for ages 5-13 enrollments through 1980, followed by very marked increase through 1995 when the decline occurs.

In other words, the projected patterns for age 5-13 enrollments under either fertility assumption are quite similar, although the level of population differs.

For 14-18 enrollments, the patterns of decline for both fertility assumptions hold true through 1990 and then very sharp increases occur bringing 14-18 populations back to levels to be achieved about 1980.

In terms of proportion of 5-13 students to 14-18 students, the shares will remain quite similar under either fertility assumption, but with overall declining populations, proportion can be a somewhat misleading indicator.

Under either of the fertility assumptions, 1990 will be the proportionate high for 5-13 enrollments at 69 percent. The largest share for 14-18 enrollments will occur in 1980.

Given available data on overall population projections and on overall school enrollments, then it is clear that the next critical question concerns the distribution of school-age youngsters in the state.

Presently, data on population projections by Development Region will not be available until July, 1975. For the present, only current enrollment data is at hand.

It would be helpful indeed to be able to put these figures into a "projection matrix" through the year 2000, but as stated earlier, that data will not be available until midsummer.

In the most practical sense, it is impossible to "know" what future enrollments will be. Of the estimates available it is not certain which one may eventually be determined to be correct.

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<sup>1</sup>The age categories (5-13 and 14-18) years reflect the way in which population data were organized by the State Demographer. There is no intent to suggest a preference for a particular form of school organization, nor should any specific arrangement be inferred.

Table VI  
Public School Enrollments by Development Region and  
Proposed Educational Cooperative Service Unit (ECSU)

Fall, 1974

Region	Enrollment	% of Total	ECSU Enrollment	% of Total
1	24,005	2.6	39,053	4.3
2	15,048	1.6		
3	79,460	8.9	79,460	8.9
4	43,477	4.9	43,477	4.9
5	30,282	3.4	30,282	3.4
6E	23,469	2.6	38,468	4.3
6W	14,999	1.7		
7E	24,204	2.7	72,809	8.1
7W	48,605	5.5		
8	32,562	3.7	32,562	3.7
9	45,606	5.1	45,606	5.1
10	89,986	10.1	89,986	10.1
11	<u>417,832</u>	<u>47.0</u>	<u>417,832</u>	<u>47.0</u>
	<hr/>	<hr/>	<hr/>	<hr/>
	889,535	99.8*	889,535	99.8*

\*Total is not 100 percent because of errors in rounding.

However, the Council is obligated to base its determinations on the best information on hand. Until the regional projections are produced, it will be impossible to address the specific implications of fluctuating school enrollments in the way the Council would prefer. Instead, the Council's findings are constrained by the fact that the data on hand suggest on a state-wide basis only how enrollments will alter incoming years.

In these terms, it is clear that enrollments will decline in the short-term future and increase slightly in the long-term future. District-by-district differences are critical in terms of both overall planning and local responsiveness. As has been observed before, those will have to wait.

In terms of local districts, Minnesota Statutes 120.095 requires an annual census "...of all persons under 21 years of age on September 1" each year. However, cities of the first class and those districts whose boundaries are contiguous with federal census tracts may use decennial and mid-decade federal census tabulations.

At present, the results of the census constitute the best available local projections, assuming, of course, that they are used as such. However, in large cities, federal census data may be less valid primarily because it is collected at less frequent intervals.

In less populous areas, conventional wisdom suggests that the probabilities of errors in collecting data tend to increase. This may be due to casual methodology, lack of control over data collection, or other factors--more often than not a result of inattention.

(Should the proposed educational cooperative service units come into existence, perhaps their offices could be utilized in dealing with the double-edged problem of the census and relevant projections.)

Projections would have to be framed in such a way that they have a useful life on the one hand and enjoy a feedback capability on the other. Two-year projections are not particularly useful; they are of such short life that they cannot influence policy matters. At the same time, 10-year projections may be beyond the interest or ken of local or regional officials. Perhaps a five-year projection could have broad use for local, regional, and statewide planning.

Having been made, the projections should not be assigned to a numerical limbo. There must be an explicit way in which the data are fed back to relevant agencies for maximum impact on questions of finance, teacher utilization, interdistrict cooperation, facilities planning, etc.

In terms of the broad philosophical assumptions which buttress the Council's work, it is appropriate to observe that the Council's function is not to decide the future; that is a immense problem and better left to more appropriate bodies. The Council is concerned that the state should not adopt anything which "locks in" the present system. Nor, for that matter should the Council promulgate recommendations which have the same outcome. What eventually emerges should be an arrangement which allows the state to respond to a fluid and shifting future.

## SUMMARY

In terms of the overall impact of these statewide population projections, the Council wishes to outline the following issues:

. Is the school census as presently construed both appropriate and useful for local districts in estimating future enrollment demands on their school systems?

. Should the educational cooperative service unit's (ECSU) come into existence, what role might they play in supervising or monitoring the school census? What data provided by local districts would be useful if they were also aggregated at the intermediate level?

. If educational cooperative service units (ECSU) do not emerge in parts of the state, what appropriate role might the State Department of Education and other state agencies play in ensuring comparable census results? How might those additional activities be funded?

. How might the projection aspect of the census be emphasized? How difficult is it for school districts to plan realistically for 10 to 15 years in the future?

. How might districts utilize census and projection data in planning activities with constituents and taxpayers?

. How frequently should census and projection data be discussed by both local administrations and local boards? Would such discussions be useful in reinforcing the importance of projections in all educational planning (e.g., school facilities, staffing, program, etc.)?

. To what extent might project data play an important role in helping districts anticipate the likely relationship of enrollment trends to emerging school finance patterns?

Population is one of the common factors tied to a series of other concerns shared by educators, school board members, and citizens. As the population projects become more detailed (later in 1975), the impact of enrollment changes will permit a more specific discussion of school district structures, school finance, educational program, school facilities and staffing.

# PROJECTED KINDERGARTEN, ELEMENTARY AND SECONDARY AGE POPULATION BY COUNTY 1970 - 2000

## Preface

The Advisory Council on Fluctuating School Enrollments was organized in 1974 to "examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education" [see Section A-1: Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 31(b)].

This paper presents the projected kindergarten, elementary and secondary age population by county, 1970-2000. The projections by county reflect the anticipated impact of fluctuating school enrollments for the state of Minnesota.

The information and data presented in this paper has been provided by the office of the State Demographer.

## Definitions

- Kindergarten\* - includes children who will be 5 years old by September 1 of each year.
- Elementary\* - includes children who will be 6 to 11 years old by September 1 of each year.
- Secondary\* - includes children who will be 12 to 17 years old by September 1 of each year.

\* The figures given include anticipated birth rate and net immigration of children. The birth rate projection component is based on 1.9 for fertility rate.

## Confidence Level of Data

1. For the state of Minnesota as a whole, the projection number are the most reliable.

2. The data given up to 1985 can be considered the least subject to error, as all children who will be enrolled have already been born except for those born in the upcoming four years. Therefore, it is not unrealistic to anticipate the various needs of education for that period of time.
3. The state as a whole has shown a precedent for net immigration of school-age children. Therefore, the figures reflected are greater than the anticipated birth rate.
4. The projected secondary level data would be considered the least subject to error as these students have already been born.

### Limitations of Data

1. Projections for 1990+ might be considered more speculative as they are based more on fertility assumptions rather than actual births and migration data.
2. At the county level the projections are based on two migration assumptions which might make the figures less effective:
  - a) Rate of migration (in- and out-) assumption of school-age persons.
  - b) The migration pattern of females assumption in the child-bearing ages. This would be important for the upcoming four years.
3. Hennepin and Ramsey County data. Given the assumptions made in the projection model the projected decline may not be adequate. If out-migration diminished, we could anticipate the data to be accurate. However, if out-migration continues, the figures are probably too high.

### General Notes

1. Note those areas with drastic enrollment drops. These areas are characterized by an older age structure and generally skewed to producing minimum growth. These areas have also shown a precedent for out-migration, especially young adults.
2. There are generally four groups of counties which reflect diverse population and enrollment trends which, in turn, may affect the educational conditions in these areas.
  - a) Those with projected severe enrollment decline which are rural in residence and not sparsely populated. (E.g., Redwood County.)
  - b) Those with a projected 30 through 40 percent enrollment decline which are characterized by a large geographic area and sparsely populated. (E.g., Cook County.)

- c) Those with a projected enrollment decline attributed to out-migration which are urban in residence but characterized by out-migration of the general population. (E.g., Ramsey and Hennepin County.)
- d) Those with potential growth in enrollments and the general population for a limited period of time. (E.g., Chisago County.)

#### Attachments

- 1. Kindergarten, Elementary, and Secondary Age Population Data by County, 1970-2000.
  - 2. Map 1: Rapid Percent Population Growth 1970-1974
- Map 2: 1985 Projected School Age Population as a Percent of 1970, by County



PROJECTED KINDERGARTEN AGE POPULATION BY COUNTY;  
1970-2000

COUNTY	1970		1975		1980		1985		1990		1995		2000	
	NUMBER	%	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970
Aitkin	191	100.0	141	73.8	120	62.8	151	79.1	163	85.3	152	79.6	130	68.1
Anoka	4,041	100.0	3,614	89.4	3,252	80.5	3,739	92.5	4,331	107.2	4,580	113.3	4,469	110.6
Becker	484	100.0	370	76.5	288	59.5	364	75.2	403	83.3	382	78.9	330	68.2
Beltrami	480	100.0	389	81.0	475	99.0	552	115.0	544	113.3	492	102.5	446	92.9
Benton	459	100.0	405	88.2	336	73.2	391	85.2	432	94.1	434	94.6	401	87.4
Big Stone	145	100.0	109	75.2	82	56.6	103	71.0	108	74.5	98	67.6	82	56.6
Blue Earth	811	100.0	694	85.6	1,035	127.6	1,118	137.9	1,035	127.6	921	113.6	876	108.0
Brown	556	100.0	450	80.9	419	75.4	480	86.3	506	91.0	479	86.2	426	76.6
Carlton	562	100.0	440	78.3	366	65.1	435	77.4	470	83.6	444	79.0	384	68.3
Carver	617	100.0	550	89.1	504	81.7	587	95.1	673	109.1	696	112.8	674	109.2
Cass	303	100.0	229	75.6	196	64.7	245	80.9	270	89.1	260	85.8	232	76.6
Chippewa	273	100.0	209	67.6	187	68.5	222	81.3	237	86.8	220	80.6	191	70.0
Chisago	340	100.0	340	97.7	392	112.6	478	137.4	561	161.2	574	164.9	599	172.1
Clay	823	100.0	677	82.3	878	106.7	965	117.3	922	112.0	825	100.2	765	93.0
Clearwater	154	100.0	125	81.2	98	63.6	121	78.6	133	86.4	130	84.4	116	75.3
Cook	62	100.0	48	77.4	36	58.1	39	62.9	42	67.7	38	61.3	32	51.6
Cottonwood	270	100.0	210	77.8	170	63.0	204	75.6	217	80.4	203	75.2	173	64.1
Crow Wing	637	100.0	540	84.8	654	87.0	654	102.7	690	108.3	668	104.9	623	97.8
Dakota	3,410	100.0	3,181	93.3	3,005	88.1	3,429	100.6	3,970	116.4	4,246	124.5	4,273	125.3
Dodge	271	100.0	210	77.5	176	64.9	204	75.3	222	81.9	214	79.0	191	70.5
Douglas	396	100.0	348	87.9	356	89.9	434	109.6	473	119.4	461	116.4	442	111.6
Fairbault	368	100.0	276	75.0	235	63.9	276	75.0	290	78.8	262	71.2	219	59.5
Fillmore	395	100.0	311	78.7	247	62.5	292	73.9	316	80.0	293	74.2	250	63.3
Freeborn	693	100.0	578	83.4	503	72.6	571	82.4	590	85.1	548	79.1	476	68.7
Goodhue	653	100.0	550	84.2	549	84.1	639	97.9	691	105.8	682	104.4	644	98.6
Grant	122	100.0	93	76.2	79	64.8	100	82.0	106	86.9	97	79.5	81	66.4
Hennepin	16,791	100.0	14,057	83.7	15,856	94.4	16,528	98.4	15,856	94.4	14,491	86.3	13,261	79.0
Houston	340	100.0	298	87.7	233	68.5	275	80.9	295	86.8	284	83.5	261	76.8
Hubbard	196	100.0	146	74.5	136	69.4	174	88.8	195	99.5	194	99.0	177	90.3
Isanti	330	100.0	343	103.9	395	119.7	459	139.1	517	156.7	552	167.3	577	174.8

COUNTY	1970		1975		1980		1985		1990		1995		2000	
	NUMBER	%	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970
Itasca	664	100.0	525	79.1	458	69.0	563	84.8	592	89.2	542	81.6	459	69.1
Jackson	249	100.0	195	78.3	169	67.9	204	81.9	210	84.3	191	76.7	163	65.5
Kanabec	186	100.0	179	96.2	176	94.6	206	110.8	230	123.7	242	103.1	239	128.5
Kandiyohi	534	100.0	435	81.5	426	79.8	521	97.6	557	104.3	523	97.9	473	88.6
Kittson	112	100.0	95	84.8	76	67.9	93	83.0	99	88.4	88	78.6	74	66.1
Koochiching	330	100.0	263	79.7	229	69.4	273	82.7	283	85.8	256	77.6	215	65.2
Lac Qui Parle	185	100.0	147	79.5	121	65.4	151	81.6	166	89.7	154	83.2	128	69.2
Lake	279	100.0	200	71.7	173	62.0	206	73.8	224	80.3	205	73.5	172	61.7
Lake of the Woods	72	100.0	57	79.2	47	65.3	56	77.8	59	81.9	53	73.6	44	61.1
Le Sueur	424	100.0	392	92.5	318	75.0	366	86.3	395	93.7	390	92.0	361	85.1
Lincoln	152	100.0	106	69.7	80	52.6	100	65.8	110	72.4	102	67.1	83	54.6
Lyon	441	100.0	358	81.4	357	81.0	437	99.1	454	102.9	415	94.1	367	83.2
McLeod	508	100.0	468	92.1	472	92.9	547	107.7	592	116.5	593	116.7	583	114.8
Mahnomen	121	100.0	102	84.3	63	52.1	81	66.9	89	73.6	88	72.7	77	63.6
Marshall	256	100.0	208	81.3	155	60.5	190	74.2	208	81.3	200	78.1	174	68.0
Martin	429	100.0	347	80.9	310	72.3	355	82.8	370	86.2	343	80.0	295	68.8
Meeker	347	100.0	288	83.0	254	73.2	301	86.7	319	91.9	306	88.2	272	78.4
Miller Lacs	305	100.0	260	85.0	231	75.5	271	88.6	299	97.7	295	96.4	275	89.9
Morrison	571	100.0	473	82.8	331	58.0	414	72.5	463	81.1	445	77.9	384	67.3
Mower	805	100.0	635	78.9	549	68.2	671	83.4	706	87.7	637	79.1	538	66.8
Murray	239	100.0	177	74.1	130	54.4	169	70.7	182	76.2	164	68.6	134	56.1
Nicollet	446	100.0	380	85.2	458	102.7	502	112.6	498	111.7	461	103.4	435	97.5
Nobles	437	100.0	357	81.7	297	68.0	351	80.3	369	84.4	336	76.9	288	65.9
Norman	165	100.0	130	78.8	98	59.4	122	73.9	132	80.0	122	73.9	103	62.4
Olmsted	1,780	100.0	1,557	87.5	1,626	91.4	1,742	97.9	1,809	101.6	1,805	101.4	1,743	97.9
Otter Tail	791	100.0	635	80.3	585	74.0	707	89.4	756	95.6	708	89.5	628	79.4
Pennington	238	100.0	212	89.1	225	94.5	269	113.0	285	119.8	272	114.3	254	106.7
Pine	308	100.0	256	83.1	225	73.1	275	89.3	311	101.0	308	100.0	287	93.2
Pipestone	240	100.0	184	76.7	152	63.3	189	78.8	198	82.5	180	75.0	153	63.8
Polk	636	100.0	499	78.5	433	68.1	515	81.0	540	84.9	494	77.7	421	66.2
Pope	182	100.0	145	79.7	123	67.6	150	82.4	164	90.1	154	84.6	135	74.2
Ramsey	8,666	100.0	7,352	84.8	7,403	85.4	7,924	91.4	7,755	89.5	7,105	82.0	6,384	73.7
Red Lake	119	100.0	94	79.0	62	52.1	74	62.2	82	68.9	80	67.2	70	58.8
Redwood	382	100.0	318	83.2	231	60.5	281	73.6	304	79.6	286	74.9	245	64.1

COUNTY	1970		1975		1980		1985		1990		1995		2000	
	NUMBER	%	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970
Renville	392	100.0	312	79.6	230	58.7	287	73.2	313	79.8	292	74.5	245	62.5
Rice	727	100.0	633	87.0	741	101.9	808	111.1	794	109.2	736	101.2	691	95.0
Rock	206	100.0	170	82.5	150	72.8	178	86.4	187	90.8	173	84.0	155	75.2
Roseau	233	100.0	195	83.7	158	67.8	189	81.1	207	88.8	201	86.3	190	77.2
St. Louis*	3,877	100.0	3,044	78.5	2,976	76.8	3,313	85.5	3,282	84.7	2,941	75.9	2,545	66.7
Scott	788	100.0	694	88.1	588	74.6	696	88.3	802	101.8	836	106.1	805	102.2
Sherburne	377	100.0	394	104.5	433	114.9	526	139.5	607	161.0	658	174.5	685	181.7
Sibley	301	100.0	231	76.7	201	66.8	238	79.1	260	86.4	250	83.1	221	73.4
Stearns	2,020	100.0	1,717	85.0	1,698	84.1	2,032	100.6	2,107	104.3	1,993	98.7	1,839	91.0
Steele	524	100.0	432	82.4	403	76.9	468	89.3	498	95.0	469	89.5	415	79.2
Stevens	186	100.0	150	80.6	158	84.9	187	100.5	180	96.8	155	83.3	132	71.0
Swift	231	100.0	205	88.7	143	61.9	174	75.3	188	81.4	177	76.6	149	64.5
Todd	423	100.0	341	80.6	262	61.9	325	76.8	358	84.6	342	80.9	300	70.9
Traverse	120	100.0	83	69.2	64	53.3	82	68.3	92	76.7	83	69.2	68	56.7
Wabasha	338	100.0	277	82.2	222	65.7	267	79.0	292	86.4	280	82.8	247	73.1
Wadena	245	100.0	185	75.5	139	56.7	176	71.8	195	79.6	183	74.7	156	63.7
Waseca	316	100.0	273	86.4	242	76.6	280	88.6	300	94.9	287	90.8	260	82.3
Washington	2,121	100.0	1,821	85.9	1,604	75.6	1,856	87.5	2,195	103.5	2,330	109.9	2,285	107.7
Watonwan	226	100.0	182	80.5	161	71.2	189	83.6	196	86.7	176	77.9	147	65.0
Wilkin	181	100.0	139	76.8	112	61.9	135	74.6	142	78.5	127	70.2	106	58.6
Winona	745	100.0	648	87.0	741	99.5	813	109.1	784	105.2	711	95.4	655	87.9
Wright	867	100.0	835	96.3	840	96.9	1,029	118.7	1,199	138.3	1,224	141.2	1,260	145.3
Yellow Medicine	259	100.0	190	73.4	161	62.2	201	77.6	220	84.9	203	78.4	168	64.9
TOTAL	72,481	100.0	61,116	84.3	60,628	83.7	67,956	93.8	70,469	97.2	67,295	92.8	62,219	85.8

\*NOTE: Not based on Alternative St. Louis County Projection.

**PROJECTED ELEMENTARY SCHOOL AGE POPULATION BY COUNTY,  
1970-2000**

COUNTY	1970		1975		1980		1985		1990		1995		2000	
	NUMBER	%	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970
Aitkin	1,305	100.0	1,064	76.8	741	53.5	820	59.2	965	69.7	991	71.6	877	63.3
Anoka	26,596	100.0	24,728	93.0	19,681	74.0	20,581	77.4	25,052	94.2	28,380	106.7	28,486	107.1
Becker	3,431	100.0	2,719	79.3	1,868	54.4	1,993	58.1	2,396	69.8	2,502	72.9	2,252	65.6
Beltrami	3,322	100.0	2,742	82.5	2,540	76.5	2,998	90.3	3,261	98.2	3,173	95.5	2,887	86.9
Benton	3,112	100.0	2,776	89.2	2,093	67.3	2,150	69.1	2,534	81.4	2,740	88.1	2,619	84.2
Big Stone	1,030	100.0	783	76.0	523	50.8	548	53.2	634	61.6	627	60.9	545	52.9
Blue Earth	5,699	100.0	4,742	83.2	5,192	91.1	6,163	108.1	6,298	110.5	5,929	104.0	5,538	97.2
Brown	3,879	100.0	3,150	81.2	2,466	63.6	2,615	67.4	2,968	76.5	3,036	78.3	2,775	71.5
Carlton	3,934	100.0	3,139	79.8	2,257	57.4	2,351	59.8	2,739	69.6	2,827	71.9	2,531	64.3
Carver	4,188	100.0	3,812	91.0	3,028	72.3	3,202	76.5	3,911	93.4	4,359	104.1	4,335	103.5
Cass	2,119	100.0	1,720	81.2	1,242	58.6	1,374	64.8	1,635	77.2	1,727	81.5	1,596	75.3
Chippewa	1,926	100.0	1,492	77.5	1,114	57.8	1,199	62.3	1,379	71.6	1,400	72.7	1,249	64.9
Chisago	2,426	100.0	2,410	99.3	2,296	94.6	2,771	114.2	3,424	141.1	3,747	154.5	3,963	163.4
Clay	5,758	100.0	4,695	81.5	4,590	79.7	5,294	91.9	5,554	96.5	5,301	92.1	4,880	84.8
Clearwater	1,063	100.0	898	84.5	619	58.2	654	61.5	773	72.7	823	77.5	757	71.2
Cook	435	100.0	343	78.9	231	53.1	214	49.2	244	56.1	245	56.3	213	49.0
Cottonwood	1,897	100.0	1,487	78.4	1,046	55.1	1,096	57.8	1,256	66.2	1,280	67.5	1,132	59.7
Crow Wing	4,454	100.0	3,830	86.0	3,210	72.1	3,631	81.5	4,143	93.0	4,322	97.0	4,105	92.2
Dakota	22,565	100.0	21,576	95.6	17,938	79.5	19,039	84.4	23,141	102.6	26,456	117.2	27,257	120.8
Dodge	1,870	100.0	1,504	80.4	1,085	58.0	1,114	59.6	1,294	69.2	1,357	72.6	1,250	66.8
Douglas	2,813	100.0	2,433	86.5	2,072	73.7	2,393	85.1	2,822	100.3	2,983	106.0	2,897	103.0
Faribault	2,650	100.0	1,987	75.0	1,428	53.9	1,484	56.0	1,695	64.0	1,680	63.4	1,452	54.8
Fillmore	2,782	100.0	2,204	79.2	1,545	55.5	1,568	56.4	1,829	65.7	1,862	66.9	1,645	59.1
Freeborn	4,893	100.0	3,997	81.7	3,014	61.6	3,098	63.3	3,450	70.5	3,468	70.9	3,094	63.2
Goodhue	4,537	100.0	3,935	86.7	3,233	71.3	3,594	79.2	4,153	91.5	4,423	97.5	4,261	93.9
Grant	888	100.0	675	76.0	481	54.2	534	60.1	619	69.7	623	70.2	536	60.4
Hennepin	115,667	100.0	95,385	82.5	86,216	74.5	91,685	79.3	94,817	82.0	91,927	79.5	84,458	73.0
Houston	2,425	100.0	2,043	84.3	1,485	61.2	1,503	62.0	1,740	71.8	1,815	74.9	1,707	70.4
Hubbard	1,378	100.0	1,112	80.7	835	60.6	971	70.5	1,175	85.3	1,271	92.2	1,201	87.2
Isanti	2,296	100.0	2,405	104.7	2,313	100.7	2,710	118.0	3,213	139.9	3,642	158.6	3,840	167.2

COUNTY	1970		1975		1980		1985		1990		1995		2000	
	NUMBER	%	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970
Itasca	4,803	100.0	3,740	77.9	2,756	57.4	3,010	62.7	3,462	72.1	3,471	72.3	3,025	63.0
Jackson	1,791	100.0	1,383	77.2	1,019	56.9	1,088	60.7	1,236	69.0	1,220	68.1	1,071	59.8
Kanabec	1,318	100.0	1,248	94.7	1,056	80.1	1,175	89.2	1,387	105.2	1,555	118.0	1,574	119.4
Kandiyohi	3,766	100.0	3,040	80.7	2,463	65.4	2,786	74.0	3,257	86.5	3,329	88.4	3,066	81.4
Kittson	821	100.0	666	81.1	474	57.7	496	60.4	575	70.0	559	69.3	488	59.4
Koochiching	2,364	100.0	1,865	78.9	1,378	58.3	1,464	61.9	1,661	70.3	1,643	69.5	1,424	60.2
Lac Qui Parle	1,375	100.0	1,051	76.4	746	54.3	802	58.3	957	69.6	979	71.2	849	61.8
Lake	2,003	100.0	1,459	72.8	1,045	52.2	1,105	55.2	1,294	64.6	1,307	65.3	1,136	56.7
Lake of the Woods	513	100.0	412	80.3	288	56.1	303	59.1	346	67.5	343	66.9	296	57.7
Le Sueur	2,906	100.0	2,653	91.6	2,001	68.9	2,029	69.8	2,336	80.4	2,484	85.5	2,360	81.2
Lincoln	1,065	100.0	790	74.2	509	47.8	534	50.1	634	59.5	649	60.9	554	52.0
Lyon	3,108	100.0	2,540	81.7	2,063	66.4	2,323	74.7	2,664	85.7	2,651	85.3	2,380	76.6
McLeod	3,469	100.0	3,168	91.3	2,746	79.6	3,038	87.6	3,520	101.5	3,779	108.9	3,757	108.3
Mahnomen	845	100.0	711	84.1	441	52.2	426	50.4	511	60.5	546	64.6	498	58.9
Marshall	1,784	100.0	1,472	82.5	1,003	56.2	1,023	57.3	1,208	67.7	1,265	70.9	1,146	64.2
Martin	3,045	100.0	2,455	80.6	1,048	60.7	1,930	63.4	2,167	71.2	2,184	71.7	1,934	63.5
Meeker	2,444	100.0	2,040	83.5	1,533	62.7	1,641	67.1	1,881	77.0	1,953	79.9	1,789	73.2
Mille Lacs	2,102	100.0	1,844	87.7	1,422	67.6	1,518	72.2	1,784	84.9	1,909	90.8	1,824	86.8
Morrison	4,020	100.0	3,293	81.9	2,196	54.6	2,199	54.7	2,666	66.3	2,812	70.0	2,532	63.0
Mower	5,859	100.0	4,497	76.8	3,316	56.6	3,581	61.1	4,125	70.4	4,091	69.8	3,550	60.6
Murray	1,739	100.0	1,276	73.4	841	48.4	888	51.1	1,055	60.7	1,053	60.6	894	51.4
Nicollet	3,067	100.0	2,604	84.9	2,452	80.0	2,759	90.0	2,966	96.7	2,933	95.6	2,760	90.0
Nobles	3,123	100.0	2,404	77.3	1,821	58.3	1,889	60.5	2,156	69.0	2,149	68.8	1,889	60.5
Norman	1,180	100.0	922	78.1	633	53.6	659	55.9	774	65.6	786	66.6	690	58.5
Olustee	11,751	100.0	10,558	117.5	9,201	78.3	9,715	82.7	10,636	91.0	11,293	96.1	11,072	94.2
Otter Tail	5,665	100.0	4,573	80.7	3,503	61.8	3,862	68.2	4,479	79.1	4,592	81.1	4,178	73.8
Pennington	1,658	100.0	1,462	88.2	1,267	76.4	1,462	88.2	1,679	101.3	1,734	104.6	1,640	98.9
Pine	2,165	100.0	1,837	84.8	1,392	64.3	1,527	70.5	1,843	85.1	1,991	92.0	1,904	87.9
Pipestone	1,694	100.0	1,310	77.3	936	55.3	1,002	59.1	1,157	68.3	1,152	68.0	1,009	59.6
Polk	4,502	100.0	3,558	79.0	2,612	58.0	2,767	61.5	3,160	70.2	3,161	70.2	2,769	61.5
Pope	1,366	100.0	1,051	76.9	773	56.6	833	61.0	984	72.0	1,018	74.5	922	67.5
Ramsey	59,400	100.0	49,406	83.2	41,507	69.9	43,256	72.8	45,706	76.9	44,662	75.2	40,566	68.3
Red Lake	806	100.0	660	81.9	421	52.2	395	49.0	471	58.4	500	62.0	453	56.2
Redwood	2,691	100.0	2,208	82.1	1,503	55.9	1,507	56.0	1,761	65.4	1,810	67.3	1,606	59.7

COUNTY	1970		1975		1980		1985		1990		1995		2000	
	NUMBER	%	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970
Renville	2,815	100.0	2,212	78.6	1,485	52.8	1,531	54.4	1,810	64.3	1,858	66.0	1,623	57.7
Rice	5,126	100.0	4,441	86.6	4,108	80.1	4,595	89.6	4,902	95.6	4,862	94.8	4,584	89.4
Rock	1,491	100.0	1,177	78.9	898	60.2	953	63.9	1,093	73.3	1,101	73.8	1,003	67.3
Roseau	1,607	100.0	1,370	85.3	980	61.0	1,017	63.3	1,198	74.5	1,267	78.8	1,169	72.7
St. Louis*	27,519	100.0	21,391	77.7	17,032	61.9	18,033	65.5	19,481	70.8	18,906	68.7	16,876	61.3
Scott	5,266	100.0	4,788	90.9	3,651	69.3	3,821	72.5	4,664	88.6	5,233	99.4	5,158	98.7
Sherburne	2,545	100.0	2,687	105.6	2,500	98.2	2,968	116.6	3,622	142.3	4,181	164.3	4,411	173.3
Sibley	2,129	100.0	1,671	78.5	1,221	57.4	1,295	60.8	1,519	71.3	1,590	74.7	1,455	68.3
Stearns	13,818	100.0	11,893	86.1	9,845	71.2	11,012	79.7	12,527	90.7	12,760	92.3	11,946	86.5
Steele	3,647	100.0	3,044	83.5	2,387	65.5	2,567	70.4	2,940	80.6	3,015	82.7	2,740	75.1
Stevens	1,361	100.0	1,051	77.2	880	64.7	1,000	73.5	1,075	79.0	1,004	73.8	864	63.5
Swift	1,681	100.0	1,399	83.2	945	56.2	929	55.3	1,090	64.8	1,121	66.7	984	58.5
Todd	2,991	100.0	2,437	81.5	1,682	56.2	1,758	58.8	2,096	70.1	2,191	73.3	1,992	66.6
Traverse	851	100.0	621	73.0	405	47.6	435	51.1	525	61.7	532	64.3	454	53.3
Wabasha	2,325	100.0	1,950	83.9	1,383	59.5	1,436	61.8	1,688	72.6	1,767	76.0	1,608	69.2
Wadena	1,735	100.0	1,338	77.1	903	52.0	941	54.2	1,136	65.5	1,177	67.8	1,045	60.2
Waseca	2,210	100.0	1,867	84.5	1,452	65.7	1,519	68.7	1,752	79.3	1,815	82.1	1,681	76.1
Washington	14,110	100.0	12,736	90.3	9,841	69.7	10,232	72.5	12,718	90.1	14,554	103.1	14,712	104.3
Watonwan	1,658	100.0	1,284	77.4	962	58.0	1,021	61.6	1,149	69.3	1,133	68.3	975	58.8
Wilkin	1,293	100.0	993	76.8	694	53.7	718	55.5	827	64.0	815	63.0	701	54.2
Winona	5,132	100.0	4,422	86.2	4,040	78.7	4,475	87.2	4,717	91.9	4,562	88.9	4,201	81.9
Wright	5,863	100.0	5,743	98.0	5,018	85.6	5,783	98.6	7,147	121.9	7,796	133.0	8,164	139.2
Yellow Medicine	1,876	100.0	1,381	73.6	978	52.1	1,061	56.6	1,270	67.7	1,291	68.8	1,117	59.5
TOTAL	500,645	100.0	421,905	84.3	348,837	69.7	373,445	74.6	416,623	83.2	427,046	85.3	401,457	80.2

\*NOTE: Not based on Alternative St. Louis County Projection.



**PROJECTED SECONDARY SCHOOL AGE POPULATION BY COUNTY,  
1970-2000**

COUNTY	1970		1975		1980		1985		1990		1995		2000	
	NUMBER	%	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970
Aitkin	1,537	100.0	1,773	115.4	1,350	87.8	957	62.3	899	58.5	1,092	71.1	1,152	75.0
Anoka	22,613	100.0	31,257	138.2	31,289	138.4	25,225	111.6	23,842	105.4	28,702	126.9	32,880	145.4
Becker	3,649	100.0	4,150	113.7	3,437	94.2	2,472	67.7	2,247	61.6	2,757	75.6	2,970	81.4
Beltrami	4,494	100.0	4,328	96.3	3,913	87.1	3,367	74.9	3,747	83.4	4,237	94.3	4,281	95.3
Benton	3,102	100.0	3,668	118.3	3,440	110.9	2,723	87.8	2,437	78.6	2,890	93.2	3,195	103.0
Big Stone	1,111	100.0	1,172	105.5	928	83.5	648	58.3	560	50.4	668	60.3	682	61.4
Blue Earth	8,793	100.0	7,700	87.6	7,145	81.3	6,801	77.4	8,068	91.8	8,643	98.3	8,502	96.7
Brown	4,087	100.0	4,523	110.7	3,842	94.0	2,990	73.2	2,832	69.3	3,263	79.8	3,421	83.7
Carlton	4,161	100.0	4,633	111.3	3,835	92.2	2,805	67.4	2,518	60.5	2,986	71.8	3,169	76.2
Carver	4,054	100.0	5,142	126.8	4,795	118.3	3,762	92.8	3,643	89.9	4,472	110.3	5,095	125.7
Cass	2,355	100.0	2,649	112.5	2,269	96.4	1,694	71.9	1,629	69.2	1,978	84.0	2,143	91.0
Chippewa	2,095	100.0	2,216	105.8	1,790	85.4	1,345	64.2	1,256	60.0	1,467	70.0	1,534	73.2
Chisago	2,469	100.0	3,237	131.1	3,366	136.3	3,214	130.2	3,625	146.8	4,220	170.9	4,900	198.5
Clay	8,120	100.0	7,478	92.1	6,760	83.3	5,998	73.9	6,735	82.9	7,341	90.4	7,302	89.9
Clearwater	1,067	100.0	1,273	119.3	1,075	100.8	784	73.5	691	64.8	841	78.8	908	85.1
Cook	460	100.0	504	109.6	409	88.9	286	62.2	227	49.4	257	55.9	270	58.7
Cottonwood	2,020	100.0	2,166	107.2	1,746	86.4	1,280	63.4	1,127	55.8	1,317	65.2	1,378	68.2
Crow Wing	5,072	100.0	5,579	110.0	4,908	96.8	4,106	81.0	4,196	82.7	4,903	96.7	5,207	102.7
Dakota	19,636	100.0	27,164	138.3	27,800	141.6	23,375	119.0	22,919	116.7	27,656	140.8	32,062	163.3
Dodge	1,863	100.0	2,141	114.9	1,819	97.6	1,319	70.8	1,190	63.9	1,394	74.8	1,501	80.6
Douglas	3,508	100.0	3,590	102.3	3,212	91.6	2,747	78.3	2,874	81.9	3,451	98.4	3,747	106.8
Faribault	3,005	100.0	3,071	102.2	2,379	79.2	1,695	56.4	1,541	51.3	1,794	59.7	1,839	61.2
Fillmore	2,969	100.0	3,211	108.2	2,627	88.5	1,874	63.1	1,632	55.0	1,934	65.1	2,035	68.5
Freeborn	5,467	100.0	5,777	105.7	4,772	87.3	3,663	67.0	3,293	60.2	3,736	68.3	3,842	70.3
Goodhue	4,931	100.0	5,636	114.3	5,047	102.4	4,177	84.7	4,207	85.3	4,932	100.0	5,344	108.4
Grant	995	100.0	1,061	106.6	804	80.8	593	59.6	550	55.3	661	66.4	682	68.5
Hennepin	128,759	100.0	130,925	101.7	114,848	89.2	99,613	77.4	100,876	78.3	106,060	82.4	104,269	81.0
Houston	2,643	100.0	2,846	107.7	2,435	92.1	1,876	71.0	1,638	62.0	1,928	73.0	2,058	77.9
Hubbard	1,454	100.0	1,760	121.1	1,487	102.3	1,130	77.7	1,147	78.9	1,416	97.4	1,562	107.4
Isanti	2,409	100.0	3,164	131.3	3,336	138.5	3,259	135.3	3,591	149.1	4,252	176.5	4,837	200.8

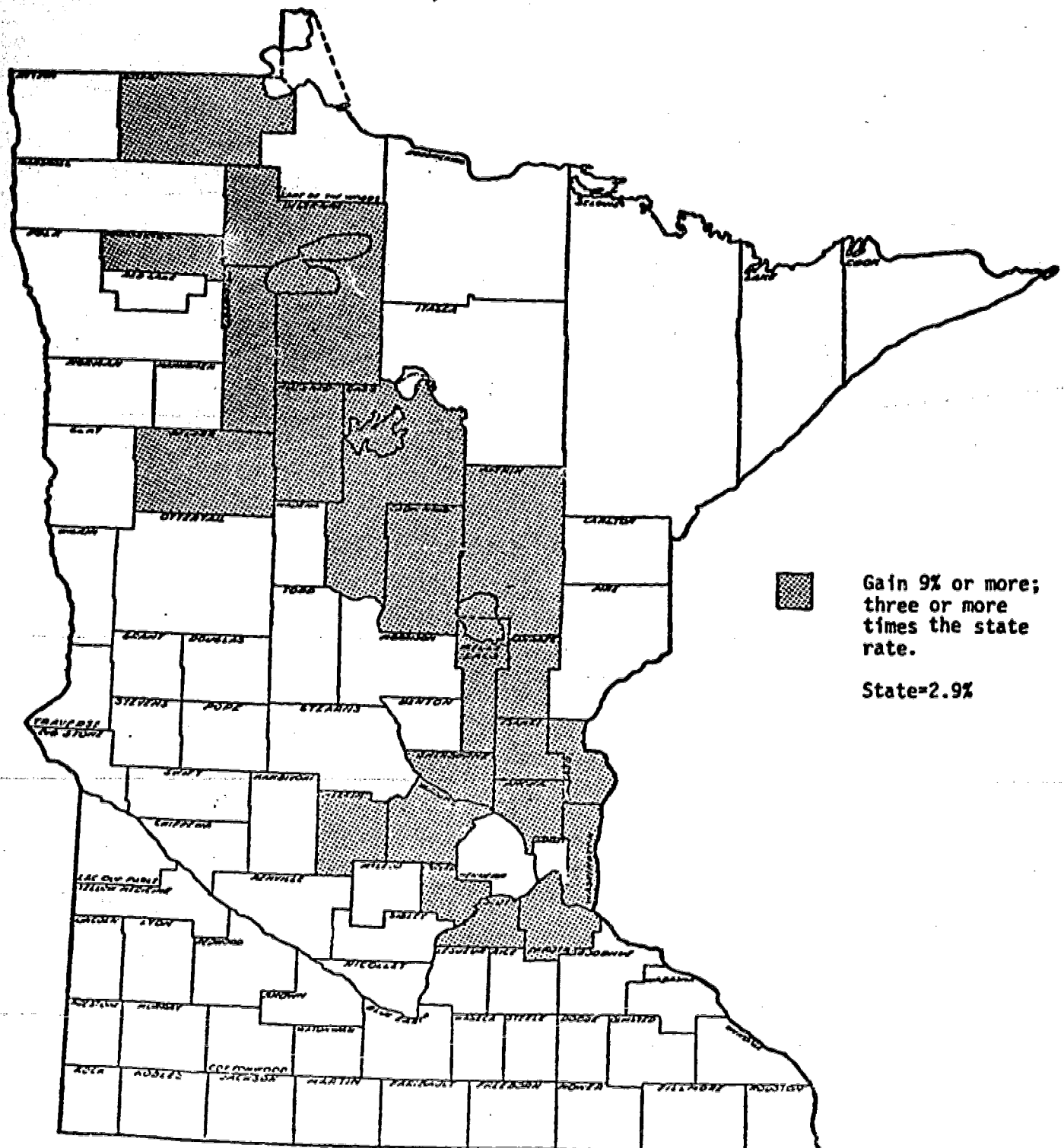
COUNTY	1970		1975		1980		1985		1990		1995		2000	
	NUMBER	%	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970
Itasca	5,723	100.0	5,785	101.1	4,523	79.0	3,399	59.4	3,161	55.2	3,754	65.6	3,861	67.5
Jackson	2,195	100.0	2,128	97.0	1,681	76.6	1,234	56.2	1,145	52.2	1,340	61.0	1,363	62.1
Kanabec	1,349	100.0	1,705	126.4	1,576	116.8	1,395	103.4	1,403	104.0	1,665	123.4	1,876	139.1
Kandiyohi	4,579	100.0	4,531	99.0	3,816	83.3	3,042	66.4	3,063	66.9	3,672	80.2	3,875	84.6
Kittson	972	100.0	997	102.6	777	79.9	577	59.4	511	52.6	610	62.8	625	64.3
Koochiching	2,755	100.0	2,800	101.6	2,236	81.2	1,662	60.3	1,533	55.6	1,789	64.9	1,822	66.1
Lac Qui Parle	1,578	100.0	1,654	104.8	1,237	78.4	896	56.8	819	51.9	1,006	63.8	1,063	67.4
Lake	2,128	100.0	2,309	108.5	1,770	83.2	1,239	58.2	1,149	54.0	1,365	64.1	1,430	67.2
Lake of the Woods	560	100.0	620	110.7	493	88.0	357	63.8	319	57.0	377	67.3	384	68.6
Le Sueur	2,928	100.0	3,495	119.4	3,241	110.7	2,607	89.0	2,289	78.2	2,670	91.2	2,889	98.7
Lincoln	1,153	100.0	1,229	106.6	960	83.3	635	55.1	548	47.4	670	58.1	705	61.1
Lyon	4,184	100.0	3,899	93.2	3,426	81.9	2,757	65.0	2,785	66.6	3,293	78.7	3,415	81.6
McLeod	3,681	100.0	4,084	110.9	3,936	106.9	3,477	94.5	3,511	95.4	4,112	111.7	4,493	122.1
Mahnomen	845	100.0	973	115.1	825	97.6	566	67.0	433	51.2	539	63.8	583	69.0
Marshall	1,876	100.0	2,090	111.4	1,756	93.6	1,255	66.9	1,076	57.4	1,301	69.3	1,397	74.5
Martin	3,341	100.0	3,582	107.2	2,900	86.8	2,194	65.7	2,020	60.5	2,311	69.2	2,380	71.2
Meeker	2,645	100.0	2,943	111.3	2,462	73.1	1,902	71.9	1,769	66.9	2,080	78.6	2,196	83.0
Mille Lacs	2,138	100.0	2,539	118.8	2,317	108.4	1,852	86.6	1,754	82.0	2,082	97.4	2,276	106.5
Morrison	4,278	100.0	4,672	109.2	3,927	91.8	2,798	65.4	2,309	54.0	2,856	66.8	3,110	72.7
Mower	6,920	100.0	6,910	99.9	5,378	77.7	4,015	58.0	3,731	53.9	4,417	63.8	4,523	65.4
Murray	1,987	100.0	1,997	100.5	1,517	76.6	1,049	52.8	906	45.6	1,104	55.6	1,145	55.6
Nicollet	3,949	100.0	3,845	97.4	3,553	90.0	3,133	79.3	3,386	85.7	3,734	94.6	3,808	96.4
Nobles	3,601	100.0	3,667	101.8	2,987	83.0	2,249	62.5	2,004	55.7	2,336	64.9	2,404	66.8
Norman	1,279	100.0	1,343	105.0	1,091	85.3	795	62.2	693	54.2	827	64.7	870	68.0
Olmsted	11,280	100.0	13,300	117.9	13,010	115.3	11,215	99.4	11,045	97.9	12,222	108.4	13,051	115.7
Otter Tail	6,533	100.0	7,009	107.3	5,719	87.5	4,408	67.5	4,279	65.5	5,086	77.9	5,354	82.0
Pennington	2,057	100.0	2,116	102.9	1,882	91.5	1,619	78.7	1,686	82.0	1,988	96.7	2,102	102.2
Pine	2,342	100.0	2,661	113.6	2,308	98.5	1,814	77.5	1,747	74.6	2,128	90.9	2,352	100.4
Pipestone	1,909	100.0	1,944	101.8	1,577	82.6	1,143	59.9	1,041	54.5	1,238	64.9	1,271	66.6
Polk	5,105	100.0	5,346	104.7	4,324	84.7	3,186	62.4	2,925	57.3	3,424	67.1	3,526	69.1
Pope	1,579	100.0	1,681	106.5	1,308	82.8	994	63.0	940	59.5	1,130	71.6	1,207	76.4
Ramsey	65,426	100.0	66,761	102.0	58,201	89.0	48,323	73.9	46,307	70.8	49,793	76.1	49,502	75.7
Red Lake	791	100.0	887	112.1	775	98.0	523	66.1	405	51.2	488	61.7	534	67.5
Redwood	2,793	100.0	3,057	109.5	2,559	91.6	1,868	66.9	1,551	55.5	1,847	66.1	1,952	69.9



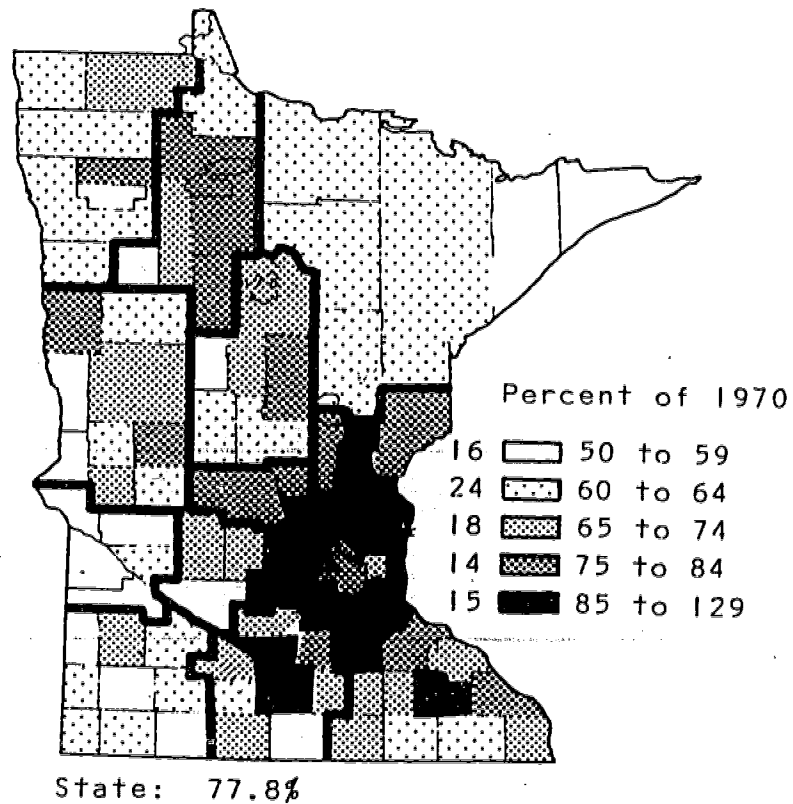
COUNTY	1970		1975		1980		1985		1990		1995		2000	
	NUMBER	%	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970	NUMBER	% of 1970
Renville	3,019	100.0	3,298	109.2	2,617	86.7	1,869	61.9	1,583	52.4	1,916	63.5	2,024	67.0
Rice	6,873	100.0	6,912	100.6	6,479	94.3	5,748	83.6	6,173	89.8	6,793	98.8	6,977	101.5
Rock	1,692	100.0	1,723	101.8	1,379	81.5	1,059	62.6	991	58.6	1,160	68.6	1,200	70.9
Roseau	1,652	100.0	1,906	115.4	1,634	98.9	1,215	73.5	1,072	64.9	1,289	78.0	1,392	84.3
St. Louis*	32,472	100.0	32,178	99.1	25,832	79.6	20,033	61.7	19,323	59.5	21,564	66.4	21,696	66.8
Scott	4,771	100.0	6,284	131.7	6,079	127.4	4,816	100.9	4,449	93.3	5,428	113.8	6,216	130.3
Sherburne	2,584	100.0	3,439	133.1	3,639	140.8	3,471	134.3	3,765	145.7	4,601	178.1	5,325	206.1
Sibley	2,221	100.0	2,530	113.9	2,055	92.5	1,508	67.9	1,398	62.9	1,663	74.9	1,789	80.5
Stearns	16,671	100.0	17,203	103.2	16,084	96.5	13,242	79.4	13,436	80.6	15,696	94.2	16,499	99.0
Steele	3,899	100.0	4,414	113.2	3,807	97.6	3,004	77.0	2,867	73.5	3,339	85.6	3,519	90.3
Stevens	2,021	100.0	1,772	87.7	1,423	70.4	1,155	57.1	1,195	59.1	1,348	66.7	1,318	65.2
Swift	1,690	100.0	1,985	105.0	1,607	85.0	1,175	62.2	954	50.5	1,150	60.8	1,214	64.2
Todd	3,267	100.0	3,609	110.5	2,989	91.5	2,167	66.3	1,909	58.4	2,325	71.2	2,502	76.6
Traverse	916	100.0	974	106.3	746	81.4	501	54.7	442	48.3	457	59.7	576	62.9
Wabasha	2,388	100.0	2,732	114.4	2,335	97.8	1,717	71.9	1,514	63.4	1,814	76.0	1,947	81.5
Wadena	1,854	100.0	2,046	110.4	1,668	90.0	1,162	62.9	1,022	55.1	1,260	68.0	1,354	73.0
Waseca	2,329	100.0	2,570	110.3	2,228	95.7	1,771	76.0	1,635	70.2	1,909	82.0	2,029	87.1
Washington	12,290	100.0	17,042	138.7	16,589	135.0	12,832	104.4	12,210	99.3	15,050	122.5	17,567	142.9
Watonwan	1,938	100.0	1,994	102.9	1,535	79.2	1,155	59.6	1,070	55.2	1,239	63.9	1,253	64.7
Wilkin	1,477	100.0	1,507	102.0	1,197	81.0	842	57.0	746	50.5	883	59.8	900	60.9
Winona	6,894	100.0	6,484	94.1	6,014	87.2	5,247	76.1	5,622	80.1	6,024	87.4	6,016	87.3
Wright	5,587	100.0	7,268	130.1	7,464	133.6	6,727	120.4	7,048	126.1	8,256	147.8	9,590	171.6
Yellow Medicine	2,178	100.0	2,234	102.6	1,704	78.2	1,189	54.6	1,107	50.8	1,360	62.4	1,438	66.0
TOTAL	546,234	100.0	590,418	108.1	523,994	95.9	429,542	78.6	421,402	77.1	477,134	87.3	500,434	91.6

\*NOTE: Not based on Alternative St. Louis County Projection.

MAP 1:  
RAPID PERCENT POPULATION GROWTH  
1970-1974



1985 PROJECTED SCHOOL AGE POPULATION  
AS A PERCENT OF 1970, BY COUNTY



## AN OVERVIEW OF MINNESOTA'S ELEMENTARY AND SECONDARY EDUCATIONAL SYSTEM

### A. Definition of the Educational System

Education is a process through which students may grow and develop to become resourceful, productive citizens in a democratic society. In Minnesota, this process of educating students occurs under the auspices of the State Legislature, the State Board of Education, the State Department of Education, intermediate units, local school boards, and professional educators.

The primary delivery system for education in Minnesota is within 435 school districts which are experiencing a phenomenon referred to as fluctuating enrollments. This fluctuation in enrollments is not unique to Minnesota, since it appears to be occurring nationwide.

For purposes of this overview, the 435 school districts in Minnesota shall be referred to as the Educational System. The fluctuation of enrollments within this Educational System and the complex interactions of the system with its external environment will set forth a framework for understanding the status of education in Minnesota.

Minnesota's Educational System is increasingly complex due to the past rapid growth in the number of students entering the system. This can be recognized in the diverse sizes of the school districts, the organizational structures of the school districts, and the increasing specialization of functions within the school districts. This system becomes more complex as one considers the external demands and supports for educational delivery systems which are cost-effective and of high quality.

Education does not function in a vacuum. It is dynamic and interacts continuously with its internal and external environment. Understanding this interaction has been the primary concern of educators, legislators, and the public at large; comprehending the intricacies of this dynamic system is difficult.

Minnesota's Educational System appears to be going through a critical period which may be considered a "fiscal crisis" affecting the quality and comprehensiveness of the educational process. The question often asked by legislators, taxpayers, and educators is "What factors in the Educational System need to be addressed and studied so this apparent crisis may be understood and thus resolved?"

One demographic factor, school enrollments, is currently under study by this Council. School enrollments are an integral part of the Educational System and, therefore, have extensive influence within the System. Currently, enrollments are in a state of fluctuation characterized primarily by decline. The adaptation to decline requires a new way of thinking and management as illustrated in the following statements by the economist Kenneth E. Boulding in M. Rodekohr, Adjustments of Colorado districts to declining enrollments. Lincoln, Nebraska, University of Nebraska, 1974.

*America, and indeed most of world society, has enjoyed growth in many different forms for a period far beyond living memory, stretching back indeed for some hundreds of years. In the last 100 or 200 years growth in almost all major respects has been quite rapid. . . .*

*Growth, however, cannot go on forever. There is now widespread recognition that we may be in for a period of general slowdown, certainly in population growth and quite probably in per capita real income as energy and materials [sic] sources become more scarce and more expensive, and as potentials for technological change begin to exhaust themselves. . . .*

*A period of slowdown, therefore, may create severe problems simply because all our learning processes have taught us to adapt to growth and we have had very little opportunity to experience no-growth or even slow growth and still less opportunity to experience decline. . . .*

*Adaptation to decline, therefore, is going to be a very important skill in the years ahead. If we are only adapted to growth, then we are likely to make a tragic mess of decline. There is a strong case to be made for the argument that decline requires greater skill, better judgment, a stronger sense of community, and a higher order of leadership than growth does. It is easy to adjust to growth. If you make mistakes, time will generally correct them. If you put too much into one segment of the system, all you have to do is wait a little while and hold back the growth of the overextended section and the other sections will catch up with it. In decline, however, time aggravates mistakes. It makes it much harder to achieve the proper proportions of the system, as it is the achieving of these proper proportions which is one of the major functions of leadership.*



In light of Boulding's distinction between management of growth and the future management of decline, it may be appropriate to bring the enrollment phenomenon into perspective. The Council has found that fluctuating enrollments interact continuously with other factors which are also influencing the System. It is important that these other factors affecting the Educational System be clearly defined and their interaction with enrollments and with each other be described. This may provide a global picture of the "fiscal crisis" and the effects on the quality and comprehensiveness of education. The factors to be addressed are demographic, economic, legal, political, and cultural.

## 1. DEMOGRAPHIC FACTORS

In cooperation with the State Demographer, the Council has developed two documents on projected population and enrollment trends in Minnesota (see Appendix 3 and 4). The documents address population trends on a statewide basis and enrollment trends on a county basis. The State Demographer has also developed a document entitled "An Analysis of Public School Enrollments in Minnesota, 1970-1974," which was distributed by the Council.

A synopsis of the information in these documents provides the following population and enrollment trends in Minnesota:

- . The general population (0 through 85+ years) will continue to increase from 3,804,971 in 1970, to 4,652,816 by 2000 (based on 1.9 births per female).

- . The 5 through 18 year old population will decrease from 1,124,605 in 1970, to 969,731 by 2000 (based on 1.9 births per female).

- . Enrollment trends by geographic area are related to demographic factors, e.g., those areas experiencing a current or projected severe enrollment decline are characterized by an older age structure and generally skewed to producing minimum growth.

- . There are generally four groups of counties which reflect diverse population and enrollment trends which, in turn, may affect the educational conditions in these areas: those with a projected severe enrollment decline which are rural in residence and are not sparsely populated (e.g., Redwood County); those with a projected 30 through 40 percent enrollment decline which are characterized by a large geographic area and are sparsely populated (e.g., Cook County); those with a projected enrollment decline attributed to out-migration which are urban in residence and characterized by out-migration of the general population (e.g., Ramsey and Hennepin Counties); and, those with potential growth in enrollments and the general population for a limited period of time (e.g., Chicago County).

Understanding the impact of population and enrollment trends on the Educational System can be perplexing. For example, consider the possible implications of the future changes in general population characteristics as they may relate to the Educational System. There may be a divergent distribution of age groups characterized by increasingly greater numbers of adults in the older age groups and fewer adults with school-age children. This may necessitate an increasingly active pursuit of educational and financial support from those citizens no longer receiving direct benefits from education. The quality of citizen participation could become a very crucial and serious element in the Educational System.

The demographic characteristics found in the different geographic areas will also need serious consideration when planning for the future of education in Minnesota. How does one develop policies at the state level which will facilitate the diverse population trends existing in the four previously mentioned groups of counties? To what extent can these policies ensure the flexibility necessary to meet the continuously changing educational needs of these areas? These are complex questions which are being addressed by the Council. It is anticipated that they will be answered at the completion of this study.

## 2. ECONOMIC FACTORS

The Educational System's fiscal component is also affected by more general economic developments such as inflation, recession and unemployment, and changes in the general levels of interest rates. At first glance, these might not appear to relate to fluctuating school enrollments. This may be an erroneous assumption. Fluctuating enrollments and economic conditions appear to interact to affect the total costs and per pupil unit costs in such areas as fixed charges, instructional salaries, and supplies.

Given the current revenue limitations of the 1971 Omnibus Tax Law, the management of the Educational System can no longer levy taxes beyond the limit authorized by the state aid formula without approval by the electorate. If expenditures related to economic factors rise dramatically, school districts will need to reallocate existing funds between budget functions to cover these additional costs. This reallocation of revenue might affect the quality or comprehensiveness of the educational program if dollars are taken from the instructional functions to cover increasing noninstructional costs. This reallocation may be reflected in reduced programs, staff and/or facilities.



Nationally, Minnesota ranks very high in taxation and expenditure levels for education. It might be unreasonable to believe tax rates could be increased further to account for increasing educational costs. This implies the need for a careful analysis of how money is now being expended and how it might be allocated more effectively.

### 3. LEGAL FACTORS

Legal factors influencing the Educational System include legislative action at the state and federal level, court decisions, and rules and regulations set by the State Board of Education and implemented by the State Department of Education. As with economic factors one might say legal factors do not interact with fluctuating school enrollments to affect the cost, quality, and comprehensiveness of the educational process. This, too, may not be totally correct. All of these actions in interaction with enrollments can affect the cost, quality, and comprehensiveness of education. This will be illustrated in Section IV of this document which describes specific cost, quality, and revenue problems in education. These problem statements consider such legal factors as tenure, bargaining rights, and seniority rights.

### 4. POLITICAL FACTORS

Education is a constitutional function of the state and, therefore, is very much a part of the political system. The Educational System is influenced through the electoral process, interest groups, and the general political climate. This can be witnessed in such examples as the growing assertiveness of teachers, the perceived tension attributed to the Opening Meeting Law, and the increasing concern for educational accountability. The political demands and supports in the external and the internal environments of the Educational System will have varying effects within individual school districts and on the Educational System as a whole. The mere recognition that our society is pluralistic, expressing diverse ethnic, cultural, and social interests places greater demands on the purpose, process and structure of the Educational System. As changes are made in the Educational System to adjust to fluctuating enrollments, the political factors may become a very important influence which must be understood.

## 5. CULTURAL FACTORS

Cultural factors are most difficult to understand, project, or define. Cultural factors include the norms, values, beliefs, perceptions, motivations, habits, and expectations of our pluralistic society. Since organizations are created to serve particular needs of our society, cultural factors become increasingly important to the functioning of the Educational System.

It might be accurate that this factor has, historically, had a positive effect on the Educational System. The long standing support of education in Minnesota via increased tax dollars and public interest in quality education has promoted the national recognition of Minnesota for its support of education.

It is difficult to predict how future cultural interests will influence change in education. The anticipation of an older age group distribution with fewer parents directly involved in the educational process could have a devastating or enlightening influence on the new demands and supports affecting the system.

## EFFECTS OF FLUCTUATING ENROLLMENTS

### A. Effects on Cost

#### 1. GENERAL PROBLEM STATEMENT

Total educational costs are increasing. This does not appear to be unique to only those school districts exhibiting growth in enrollments. School districts with stable and declining enrollments also appear to be experiencing increased costs.

To facilitate one's understanding of costs, the concepts of total cost and per pupil unit cost need to be defined. Total costs refer to all expenditures. Per pupil unit cost refers to total expenditures divided by the total number of pupil units in average daily membership (ADM).

Assuming a stable economy, the total costs in a growing school district will increase, while per pupil unit costs tend to increase less rapidly. The total costs in a declining school district may decrease while the per pupil unit costs probably will increase more rapidly than stable or fast growth districts.

The increase in costs by type of school district can be attributed to other factors interacting with the fluctuating school enrollments. These factors have been defined in Section III A1-5 as demographic, legal, political, and cultural.

Fluctuating school enrollments are a reality in almost every school district in Minnesota. A school district's total enrollment may be declining, remaining stable, or showing growth. However, a breakdown of the total enrollment into grades or levels reveals the fluctuation. For example, secondary enrollments may be increasing while elementary enrollments are declining. Differences in the decline by grade or level may be attributed to out-migration or reduced birth rates. Since out-

migration may tend to reduce enrollment across grades, the decline may not be consistent by grades or level. Decline due to the reduced birth rate may be more consistent by grade.

Another element of demographic factors affecting the cost of educational programs is the socioeconomic distribution of the population. This is most readily found in the urban school districts. With the increased out-migration and the decrease in birth rates, there may be a shift in the socioeconomic structure of the community. If this results in a disproportionate increase in the number of students from the lower socioeconomic structure, the demands and needs for increased compensatory and special programs may increase. This could place additional financial burdens on the district which must be absorbed in the current budget. The effects of this burden on general education costs may reduce the comprehensiveness of education in that district.

Economic factors, such as inflation, seem to have significant effects on the financial aspect of education. This will be reflected in the budget by increases in the total cost per pupil unit costs. In a declining enrollment district the per pupil unit costs will increase more rapidly than in a district exhibiting stable or growing enrollments. For declining districts these per pupil unit costs will continue to increase until an optimal decline requires the closing of facilities and, perhaps, the reduction of staff. Inflationary costs will also be reflected in salaries, fringe benefits, instructional supplies and equipment, and the general maintenance and operation of the plant.

Legal factors, represented by legislative action at the state and federal levels, court decisions, and rules and regulations set by the State Department of Education may contribute to the increase of total cost and/or per pupil unit costs. For example, Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, provide a legal basis for the institution of a seniority clause in all school districts except Cities of the First Class. School districts have the option of negotiating their own policy or abiding by the provision in Subd. 6b. While this statute may have both positive and negative attributes for labor in the Educational System, it may also demonstrate a negative effect by increasing educational costs. This increase in cost (total and/or per pupil unit cost) may occur where there is an increasingly unequal distribution of professional staff on the higher steps of the salary schedule. As enrollments decline, resulting staff reductions may cause an increase in the number of teachers with higher educational training and experience which will be reflected in the growing number of teachers on the higher levels of the salary schedule. This increase will also affect the total and per pupil unit costs.

Court decisions, and the State Board of Education's rules and regulations on legal issues (i.e., desegregation/integration, the effects of inflation and declining enrollments) place a financial burden on school districts, especially urban districts. The costs related to instituting new programs to achieve desegregation/integration plus the effects of inflation become an educational overburden. Declining enrollments attributed to out-migration and the decreasing birth rate may result in an increasing proportion of lower socioeconomic students. This causes an increase in educational costs if there is additional need for compensatory and special educational services.

Rules and regulations set by the State Board of Education and the State Department of Education, to implement legislation (i.e., equalizing athletic programs, human relations, special education programs and due process) are promulgated to benefit the educational process. However, they could also have an adverse cost effect. These rules may require redistribution of funds or additional funds. School districts operating within budgetary limitations are often forced to choose between the expansion of existing programs and the institution of new programs.

Finally, one should consider the time involved in complying with these legal factors in light of greater demands for accountability. Compliance takes time which consumes dollars otherwise spent in the internal management of the educational program. The extent to which compliance is done in the form of written documents, financial reports, and written justification for requested funding may require additional administrative staff or extended time allotted instructional personnel.

The interaction of political and cultural factors shape the demands, concerns, and supports placed on the Educational System. An anticipated older age group structure and its particular interests may limit the possibility of passing educational referenda in the future. An older citizenry might influence an increase in the demand for educational cost efficiency or a reduction in the financial and educational support for the Educational System. The implications of future cultural interests will be increasingly expressed in the political process. This may require new and different governance skills in the Educational System.

The problems discussed in the following specific problem statements are interdependent but discussed separately to distinguish their uniqueness. These problems are not presented in order of priority for the Council's study or in order of relative costs. For example, based on 1974-75 financial data expenditures, the average expenditures per pupil unit for administration was \$35, the average expenditures per pupil unit

for instructional salaries was \$585, the average expenditures per pupil unit for capital outlay was \$112, and the average expenditures per pupil unit for transportation was \$55. (See Special report: School district profiles show sharp contrasts, UPDATE, 1975, 9(3), 1.)

## 2. SPECIFIC PROBLEM STATEMENTS--PERSONNEL

### a. Administration (Certificated Administrative Staff).

Administration costs may be affected by fluctuating enrollments as well as economic and legal factors. These costs appear to have a positive relationship to growing enrollments. For example, total administrative costs may increase, yet the per pupil unit cost may increase less rapidly or decrease. If a school district increases its administrative staff, total cost will increase, while the per pupil unit cost may increase slightly, remain stable, or decrease. This relationship will depend on the amount of enrollment growth and the number of new administrative personnel employed.

Total cost and per pupil unit cost in administration appear to have an inverse relationship with declining enrollments (e.g., enrollment needs to decline significantly in order to realize reduction in administration). Until this significant enrollment decline is realized, total administration costs may increase due to inflationary factors and salary increases, while the per pupil unit cost may accelerate due to decline in enrollments. The level of the decline, whether elementary or secondary, may also be a contributing factor in the reduction of additional administrative personnel. The size of the district and administrative unit interacting with the enrollment trends may influence the reduction or addition of administrative staff. This influence may have positive or negative effects depending on the school district involved. For example, a school district with an enrollment of 650 students may employ only one secondary principal and one elementary principal. An enrollment growth or decline of 100 students across all grades may not accommodate the addition or reduction of administrative staff.

### b. Certificated Instructional Staff.

(1) Elementary staff. The addition or reduction of elementary instructional staff may be proportionate to the enrollment growth or decline if the growth or decline occurs progressively by grade. Geographic factors and the size of school districts may impede proportionate additions or reductions of staff which will affect the total cost and per pupil unit cost. In a growing district the total cost for elementary instructional staff may increase, while the per pupil unit cost may increase or decrease. In a declining district the total cost may increase less rapidly than the growing district or decrease. The per pupil unit cost for declining districts will accelerate faster than in stable or growing enrollment districts.



The reduction or addition of elementary instructional staff may not be proportionate to enrollment growth or decline which occurs across grades rather than by grades. Out-migration or in-migration may influence this type of decline or growth. This disproportionate reduction or addition of staff may be particularly true for school districts which utilize the traditional classroom unit for instruction rather than ungraded instructional units. In a growing district the total cost may remain stable or increase while the per pupil unit cost may decrease or increase. This will be dependent on the number of students involved in the growth and the number of additional staff hired. In a declining district the total cost may remain stable or decrease, while the per pupil unit cost may increase.

In addition to the effects of enrollment trends on the total cost and per pupil unit cost, economic factors (e.g., salary increases) and legal factors (e.g., seniority staff reduction plans) may affect the total cost and per pupil unit costs. These factors may cause an increase in the total cost for elementary instructional staff in growing districts, while the per pupil unit cost may decrease or increase. In declining districts the total cost may increase less rapidly than growing districts, while the per pupil cost may increase significantly.

These phenomena could create difficult decisions when adjustments must be made in the expenditure patterns of a school district operating with budgetary limitations. These decisions become increasingly difficult as enrollments tend to decline.

(2) *Secondary staff.* The addition or reduction of secondary instructional staff may not always be proportionate to the enrollment growth or decline. At this level, enrollment by course offerings becomes the determining factor in reducing or adding staff. For example, if the growth or decline occurs across course offerings, it may not be possible to increase or reduce staff proportionately without increasing or decreasing the number of courses offered. As a result, the total cost for a growing district may remain stable or increase, while the per pupil unit cost increase or decrease. This will be dependent on the number of staff added and the increase in enrollment. For a declining district the total cost may remain stable or decrease, while the per pupil unit cost increases or remains stable. Again, this will be dependent of the number of staff involved in the reduction process and the decrease in enrollment.

Further implications for total cost and per pupil unit cost may result from the effects of economic factors (e.g., salaries) and legal factors (e.g., seniority staff reduction plans and certification requirements). Incremental salary increases plus an increase in the training and



experience of the secondary staff will interact with the cost effects of enrollment trends. These factors may cause an increase in both the total cost and per pupil unit cost regardless of the enrollment trend. Certification requirements (i.e., vocational education) may restrict the reduction of staff and the use of alternative staffing patterns. This may cause an increase in total cost for a growing district where a staff member must be added based on certification requirements. Per pupil unit cost may increase or decrease. For a declining district the total cost may increase while the per pupil unit cost accelerates with the decline.

All of these phenomena complicate the decision-making process, especially when a district has to readjust expenditure patterns under budgetary limitations.

(3) *Other instructional staff.* Educational program factors, student characteristics and mandated programs influence the extensiveness of the supportive staff in this category. One cannot assume a direct relationship between fluctuating enrollments and other instructional staff without considering interaction with the educational program and the pupil characteristics stated above. For example, a school district may employ a counselor who serves 400 students. A growth or decline of 50 students may not dictate the addition to or reduction of counseling staff. In a growing district this may not affect the total cost, but the per pupil unit cost will decrease. In a declining district the total cost may remain stable, while the per pupil unit cost will increase. This same phenomenon may be true for librarians, educational consultants, and special services staff.

Increasing salaries due to wage and benefit settlements plus increased training and experience of staff will affect the total cost and per pupil unit cost. This effect may be reflected in increased total cost regardless of the enrollment trends. The effects on the per pupil unit cost may increase or decrease depending upon the enrollment trend and subsequent addition or reduction of staff.

Increasing total cost and/or per pupil unit cost plus an increasing public demand to "return to the basics" may influence the decisions in growing school districts to not add more support staff or influence declining districts to make hasty decisions in reducing support staff. These decisions may appear to have positive cost effects but may result in adverse effects on the quality of education.

c. *Noncertificated Staff.* Here too, as with the other personnel categories, the addition or reduction of noncertificated staff may not be proportionate to the enrollment growth or decline

thus affecting the total cost and per pupil cost for this area. Economic factors such as wage, fringe benefits and conditions of employment contracts also interact with enrollment trends to effect the total cost and per pupil unit cost in this area. While districts may slightly increase or decrease personnel in this area, significant changes may not occur unless new facilities are added or unutilized or underutilized facilities are closed.

### 3. SPECIFIC PROBLEM STATEMENT--FACILITIES

For the most part, changes in the fixed costs for the maintenance/operation of the plant may be more related to economic factors such as inflation than to enrollment trends. However, a growth or decline in enrollment which would require either the building of new facilities or the closing of unutilized or underutilized facilities could increase or decrease total cost respectively. Declining enrollments may have a short-term positive effect if alternative educational delivery systems are provided which utilize the excess space; however, the per pupil unit cost will increase. Growing enrollments may place a short- or long-term educational burden on school districts due to lack of space and/or overcrowding; however, the per pupil unit cost may decrease.

Management decisions on the closing of facilities may have a positive effect on costs for the maintenance/ operation of facilities but may have a negative effect on the educational program. For growth districts the passage of a building referendum may have negative effects in the budget by increasing other related costs such as instructional supplies and equipment, maintenance supplies and equipment, and additional professional and noncertificated staff, but may have a positive effect on the educational program by providing needed space.

### 4. SPECIFIC PROBLEM STATEMENTS--TRANSPORTATION

a. Student Transportation. Transportation costs tend to interact with demographic, economic, and legal factors as well as fluctuating enrollments. Where the population density is increasing and enrollments are increasing, the total cost of transportation may increase or remain stable while the per pupil unit cost may decrease. However, when the population density is decreasing and enrollments are decreasing, the total cost may remain stable while per pupil unit cost may increase. Changes in transportation, fixed charges, travel time, and mileage may have varying effects on the total cost and per pupil cost of transportation. This will depend on the size of the district, population density, and enrollment trend.

b. Personnel Travel. Total cost for the reimbursement of personnel travel expenses may increase as the amount of reimbursement per mile increases or as the mileage traveled per staff member increases. A district with declining enrollments may reduce the number of itinerant staff, but the result may increase travel for remaining itinerant personnel. This may be true for those districts desiring to maintain or to continue the educational programs associated with these itinerant personnel. Total cost for personnel travel may increase or decrease depending upon how districts utilize itinerant staff. Declining or growing enrollments may, respectively, increase or decrease the per pupil unit cost.

If districts share itinerant staff, there may be a decrease in the per pupil unit cost, but, there may be an increase in total cost due to the amount of travel involved. Hidden costs, such as time spent traveling between districts, may not be directly reflected in the budget and, therefore, difficult to measure.

##### 5. SPECIFIC PROBLEM STATEMENTS--EDUCATIONAL PROGRAM

a. Curricular Programs. Total cost and per pupil unit cost in the curricular program will vary with enrollment trends as well as with cultural, economic, and legal factors. In a growing district the per pupil unit cost may decrease as students are absorbed in existing programs, grade levels and/or courses. When instructional staff are added to expand programs, grade levels and/or courses, the per pupil unit cost may increase.

In a declining district per pupil unit cost has an inverse relationship with enrollment until the decline requires a reduction in program and staff. This relationship is dissimilar in the elementary and secondary levels. For example, reduction in the elementary program can be more readily achieved as the enrollments decline by grade rather than across grades. At the secondary level, reduction in the curricular program is more difficult as program offerings and staff allocations are, for the most part, provided across grades rather than by grades. Management decisions on reduction of educational programs may be more difficult with the lack of clarity and/or consistency at the state and local levels as to what should be included in a minimal educational program.

b. Student Activity Programs. Per pupil unit costs in student activity programs are affected by enrollment, economic, and legal factors. Equalization of athletic programs, salaries, and staff along with increased costs of supplies and equipment strongly affect this area regardless of fluctuating enrollments. Direct effects of fluctuating enrollments on the total cost and per pupil unit cost will vary by district and the extent of student activity programs. One might expect that a significant growth or decline in enrollment must be realized before an increase or decrease in total cost occur. Per pupil unit cost

## AUTHORIZED TRANSPORTATION OF ELIGIBLE PUPILS

FOR PURPOSES OF STATE AID, AUTHORIZED TRANSPORTATION INCLUDES THE FOLLOWING CATEGORIES OF TRANSPORTATION:

### TO AND FROM SCHOOL

- REGULAR
- HANDICAPPED
- BOARD AND LODGING  
(IN LIEU OF TRANSPORTATION)

### BETWEEN SCHOOL BUILDINGS

- SECONDARY VOCATIONAL CENTERS  
(STATE BOARD APPROVED)
- SPECIAL INSTRUCTIONAL PROGRAMS  
(PRIOR APPROVAL REQUIRED)
- WORK STATIONS  
(PART OF APPROVED SEC. VOCATIONAL PROGRAM)
- SHARED TIME PROGRAMS  
(QUALIFY FOR FOUNDATION AID)

NONAUTHORIZED TRANSPORTATION INCLUDES FIELD TRIPS, STUDENT ACTIVITY TRIPS, LUNCH BUSES, AND ANY OTHER TRANSPORTATION SERVICES NOT SPECIFICALLY DESIGNATED AS AUTHORIZED TRANSPORTATION.

## ELIGIBLE PUPILS

FOR PURPOSES OF STATE AID, PUPILS TRANSPORTED MUST BE RESIDENTS OF THE DISTRICT WHO MEET THE FOLLOWING REQUIREMENTS:

### REGULAR

- RESIDES ONE MILE OR MORE FROM THE SCHOOL ATTENDED
- ENROLLED IN GRADE K—12
- TRANSPORTED 20 OR MORE DAYS

### HANDICAPPED

- IS A HANDICAPPED CHILD AS DEFINED IN LAW (M. S. 120.03 M. S. 120.17)
- ATTENDS SPECIAL EDUCATION CLASSES
- UNABLE TO RIDE A REGULAR BUS --OR--  
ABLE TO RIDE A REGULAR BUS BUT REQUIRES  
SPECIAL HANDLING OR FURTHER SPECIAL  
TRANSPORTATION TO THE LOCATION OF THE  
SPECIAL EDUCATION CLASSES ATTENDED

### OTHER

### CATEGORIES

- REFER TO INDIVIDUAL REPORT FORMS FOR  
ANY SPECIAL ELIGIBILITY REQUIREMENTS

## FULL TIME EQUIVALENT (F.T.E.) PUPILS

AS TRANSPORTATION COST IS MAINLY A FUNCTION OF USE OF TRANSPORTATION FACILITIES, F.T.E. PUPILS TRANSPORTED ARE USED IN THE AID CALCULATION.

- REGULAR                      A PUPIL TRANSPORTED 20 OR MORE DAYS  
                                     = 1 F.T.E. PUPIL
- REGULAR  
  SUMMER SCHOOL        A PUPIL TRANSPORTED 3 OR MORE DAYS  
                                     = 1/6 F.T.E. PUPIL
- HANDICAPPED            F.T.E. PUPILS = NUMBER OF DAYS TRANSPORTED  $\div$  175
- SECONDARY  
  VOCATIONAL  
  CENTER                      F.T.E. PUPIL COUNT IS BASED ON TERM OF ENROLLMENT

<u>TERM</u>	<u>ELIGIBLE IF TRANSPORTED</u>	<u>F.T.E.</u>
● REGULAR YEAR	20 DAYS	1
● SEMESTER	10 DAYS	1/2
● QUARTER	7 DAYS	1/3
● 1/2 SEMESTER	5 DAYS	1/4

## **CHANGES IN TRANSPORTATION AID CATEGORIES EFFECTIVE IN 1975-76**

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### **1. AID CATEGORIES DISCONTINUED**

- **EXTRAORDINARY TRAFFIC HAZARDS**  
FINANCING OF THIS TRANSPORTATION SHIFTED TO  
100% LOCAL LEVY (F28-9)
- **LICENSED DAY ACTIVITY CENTERS**  
FINANCING OF THIS TRANSPORTATION SHIFTED TO  
DEPARTMENT OF PUBLIC WELFARE

### **2. AID CATEGORIES ADDED**

- **SHARED TIME PROGRAMS, \$125,000**  
AUTHORIZATION IS LIMITED TO RESIDENT PUPILS  
ENROLLED IN APPROVED SHARED TIME PROGRAMS  
AND TRANSPORTED WITHIN THE DISTRICT (F28-7)
- **VOCATIONAL PROGRAM JOB SITES, \$125,000**  
AUTHORIZATION IS LIMITED TO RESIDENT, SECONDARY  
PUPILS TRANSPORTED TO AND FROM APPROVED VOCATIONAL PROGRAM JOB SITES (F28-8)



1975-76

EXCESS HANDICAPPED TRANSPORTATION AID

1. BASIC AID FORMULA LIMIT IS 118% OF 1973-74 COST PER HANDICAPPED PUPIL TRANSPORTED
2. COSTS BETWEEN 118% AND 128% OF THE 1973-74 COST PER PUPIL ARE FINANCED BY THE DISTRICT
3. COSTS IN EXCESS OF 128% OF THE 1973-74 COST PER PUPIL ARE FINANCED 80% BY STATE AID (TO A MAXIMUM OF \$200,000 STATEWIDE) AND 20% BY THE DISTRICT.

EXAMPLE

- 1973-74 COST PER PUPIL = \$2,000
- PER PUPIL COST LIMIT,  $2,000 \times 1.18$  = 2,360
- 1975-76 COST PER PUPIL = 3,690
- FINANCING

BASIC FORMULA TO 118%	_____	2,360
(STATE AID AND LOCAL LEVY)		
DISTRICT TO 128%	_____	200
EXCESS OVER 128%:		
(3,690 - 2,560 = 1,130)		
STATE AID 80% OF 1,130	_____	904
DISTRICT 20% OF 1,130	_____	226
		<u>3,690</u>

700

## SCHOOL BUS DEPRECIATION AID

### 1. 8 YEAR DEPRECIATION SCHEDULE

- AID IS PAID AT THE RATE OF 12 1/2% OF THE NET VALUE OF AN ELIGIBLE BUS IN EACH OF 8 YEARS FOLLOWING THE YEAR OF PURCHASE (DELIVERY)

### 2. SEPTEMBER, 1975 PAYMENT

- NET VALUE OF ELIGIBLE BUSES AS OF JUNE 30, 1975  
X .125 = STATE DEPRECIATION AID

### 3. ELIGIBLE SCHOOL BUSES

- 17 PASSENGER CAPACITY OR MORE AND MEET STATE MINIMUM CONVENTIONAL SCHOOL BUS STANDARDS
- RESTRUCTURED VAN TYPE VEHICLES OF 16 OR LESS PASSENGER CAPACITY

## AID PAYMENT SCHEDULE

1. THREE ESTIMATED CURRENT PAYMENTS
  - 30% IN SEPTEMBER
  - 30% IN DECEMBER
  - 30% IN MARCH
2. FINAL PAYMENT FOR PREVIOUS YEAR IS MADE IN THE FALL OF THE YEAR IN AN AMOUNT EQUAL TO APPROXIMATELY 10% OF THE AID EARNED FOR THE PREVIOUS YEAR
3. BUS DEPRECIATION AID IS PAID IN A LUMP SUM IN SEPTEMBER

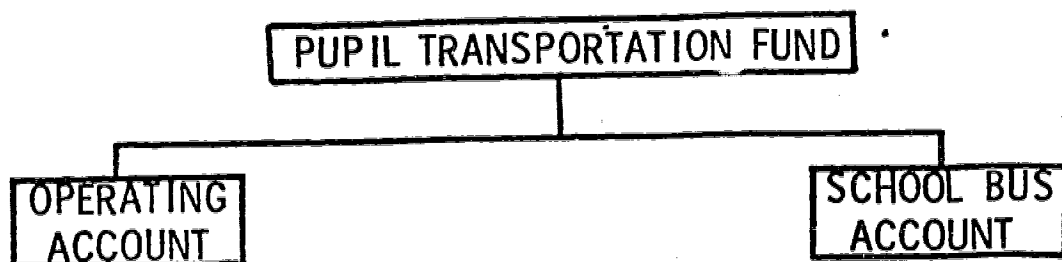
## TRANSPORTATION LEVY

- CERTIFIED IN THE FALL OF 1975
  - PAYABLE IN CALENDAR YEAR 1976
  - APPLIES TO FINANCING 1976-77
1. BASIC LEVY FOR OPERATIONS IS ONE 1974 EARC MILL
  2. TRAFFIC HAZARDS LEVY
    - THE COST OF THE APPROVED PROGRAM OF TRANSPORTING PUPILS WHO RESIDE LESS THAN ONE MILE FROM SCHOOL WHEN THE TRANSPORTATION IS NECESSITATED BY EXTRA-ORDINARY TRAFFIC HAZARDS (APPLICATION FORM F28-9)
  3. SCHOOL BUS LEVY
    - THE AMOUNT BY WHICH PROJECTED BUS EXPENDITURES FOR 1976-77 EXCEED THE BUS ACCOUNT BALANCE AS OF JULY 1, 1976 PLUS DEPRECIATION AID RECEIVABLE IN 1976-77

(BUS ACCOUNT, PAGE 16 OF THE 1974-75 ANNUAL FINANCIAL REPORT, F29-2A)

## PUPIL TRANSPORTATION FUND

1. ALL EXPENDITURES FOR PUPIL TRANSPORTATION, BOTH AUTHORIZED AND UNAUTHORIZED, ARE TO BE RECORDED IN THIS FUND
2. AT THE CLOSE OF THE YEAR
  - AUTHORIZED COSTS ARE REPORTED FOR STATE AID
  - NONAUTHORIZED COSTS ARE FINANCED BY A PERMANENT TRANSFER FROM THE GENERAL FUND OR SCHOOL AUXILIARY FUND
3. A SCHOOL BUS ACCOUNT SHOULD BE ESTABLISHED WITHIN THIS FUND TO ACCOUNT FOR MONIES DEDICATED FOR THE PURCHASE OF PUPIL TRANSPORTATION VEHICLES



RESOURCES

- 1 MILL TRANSPORTATION LEVY
- HAZARDOUS TRANS. LEVY
- STATE TRANSPORTATION AID
- OTHER RECEIPTS
- FUND TRANSFERS

EXPENDITURES

- AUTHORIZED TRANSPORTATION SERVICES
- NONAUTHORIZED TRANSPORTATION SERVICES

RESOURCES

- BUS LEVY
- BUS DEPRECIATION AID
- PROCEEDS FROM SALE OF PUPIL TRANS. VEHICLES
- INSURANCE RECOVERIES

EXPENDITURES

- SCHOOL BUSES
- SMALL VEHICLES USED PRIMARILY FOR PUPIL TRANSPORTATION
- TWO-WAY COMMUNICATION EQUIPMENT

## Advisory Council on Fluctuating School Enrollments

## Special Study

1. Subject: Transportation funding
2. Purpose of Study:
  - 1) To determine the feasibility of amending the transportation aid formula to provide reimbursement levels adjusted for changes in the Wholesale Price Index.
  - 2) To determine the feasibility of expanding the allowable costs under the transportation aid formula to include allowable costs for specified student activity and personnel transportation needs.
3. Related Problem Areas:  
Section IV A4a Student Transportation  
Section IV A5b Student Activity Programs  
Section IV B4 Transportation
4. Related Alternative Solutions:  
Alt. Sol. 28 Amended Transportation Aid Formula  
Alt. Sol. 29 Funding Transportation for Student Activities
5. Questions to be Addressed:
  - 1) How could the transportation aid formula be amended based on the Wholesale Price Index to be more sensitive to those costs related to wholesale pricing changes such as gasoline, tires, etc?
  - 2) How could the transportation aid formula be expanded to include allowable cost for meeting specified student activity and personnel transportation needs (field trips, athletics, music, debate, etc.)
6. Required Data Base:
7. Desired Format of Report:
  - 1) Current provisions of transportation aid formula
  - 2) Amended transportation aid formula
    - a. feasibility
    - b. alternatives
    - c. recommendations
  - 3) Funding transportation for student activities
    - a. feasibilities
    - b. alternatives
    - c. recommendations
  - 4) Funding transportation for personnel needs
    - a. feasibilities
    - b. alternatives
    - c. recommendations
8. Estimated Completion Date: June 1, 1976  
Reporting Date: June 11, 1976 (Council meeting)



**SCHOOL BUILDINGS**

**Section F.**

1.

## FACILITIES (CONSTRUCTION AND/OR RENOVATION) STUDY\*

Prepared by the Advisory Council  
on Fluctuating School Enrollments

### *Introduction*

The purpose of this study was introduction to determine the feasibility of a shared cost formula for school facilities (construction and/or renovation). Information in this area has proven to be sparse. Nationally, only one state, Maryland, has assumed all costs of school construction, basic changes were made in 13 other states. Florida, one of the 13 states, has been selected to illustrate the complexity of a shared cost formula (See Section B of this Report).

### *Shared Cost Formulae*

A shared cost formula has at least three basic principles: (1) state assumption of a greater share of school costs; (2) state assumption of some or all construction costs; and, (3) allocation of financial resources in relation to educational needs. The degree to which a state assumes financial responsibility will vary from minimal to complete responsibility. Two basic sources of information are required at the state level prior to consideration of the feasibility of such a formula. This information includes the cost of providing elementary and secondary educational services and facilities, including special educational services and facilities, and the number and kinds of instructional and other personnel; and, the cost of acquiring and maintaining land, buildings, and equipment.

### *Florida's Shared Cost Formula*

Florida's shared cost formula is presented to illustrate the type of information required by the state of Florida to determine how resources will be allocated to individual school districts. Section 7 of this formula encompasses comprehensive school construction and debt service programs.

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

Section 8 of this formula covers school design, construction techniques and financing mechanisms. This section particularly addresses the use of relocatable and/or modular units. Section 9 of Florida's formula shows how the allocation of facilities funding relates to the total allocation of resources in Florida's educational finance program.

LAWS OF FLORIDA, Chapter 73-345,  
Sections 7, 8, and 9

Section 7. Funds for comprehensive school construction and debt service.—The annual allocation from the Florida education finance program to each district for the comprehensive school construction and debt service program shall be determined as follows:

(1) Pursuant to regulations of the state board the commissioner shall determine annually the projected school plant and annual debt service needs for each school district and report this to the legislature. In determining these needs and in making the report the commissioner shall include at least the following elements:

- (a) Projected student membership for the next five (5) year period.
- (b) Projected number of unhoused students.
- (c) Cost of removing the deficiencies related to health and safety to life standards.
- (d) Cost of improving the educational environment in existing school plants.
- (e) Current construction cost data as determined by the state board.
- (f) Five (5) year projected cost of amortizing the annual payment of the bonded indebtedness of the district issued prior to the effective date of this act.
- (g) Cost of site acquisition and improvement.
- (h) Amount of additional resources available pursuant to the provisions of Article XII, Section 9(d) of the Constitution as amended in 1972.
- (i) Amount of funds from other sources available to the school board; and earmarked for capital outlay purposes, however, these funds shall not include any funds available from tax monies collected from millage elections in excess of ten (10) mills.
- (j) District housing index.
- (k) Square footage requirements for program grade groups.
- (l) Special instructional facilities needed to improve the program at a school center but not necessarily to increase the student stations of the center.
- (m) Amount of funds derived from voted ad valorem taxes in excess of ten (10) mills which were expended for school plants during the five (5) years prior to the effective date of this act, other than those utilized for payment on bonded indebtedness.

(2) The commissioner shall determine annually the amount allocated to each district from the funds appropriated for the purpose of implementing this section as follows:

(a) Determine the costs of the projected school plant needs, the five (5) year projected debt service needs and the expenditures of ad valorem taxes in excess of ten (10) mills for each district as determined in subsection (1) of this section.

(b) Determine the projected additional resources available under the provisions of Article XII, section 9(d) of the constitution as amended in 1972, and the projected amount available to each district from other fund sources allocated for school plants.

(c) From the costs of the projected school plant and five (5) year projected debt service needs for each district subtract the projected additional resources available, and add the expenditure of ad valorem taxes in excess of ten (10) mills as determined in paragraph (a) of this subsection. The result shall represent the estimated cost of unfunded school plant and debt service needs for each district.

(d) The funds appropriated annually for the purpose of implementing this section shall be allocated to the respective districts in proportion to their percentage of the state total of unfunded school plant and debt service needs as determined above.

(3) Funds accruing to a district from the provisions of this section shall be expended on needed projects as shown by a survey or surveys in the district under regulations of the state board. The priority of expenditure by districts shall be as follows:

(a) New classrooms and special instructional facilities necessary to provide needed pupil stations at either a new or existing school center; school sites or additions to sites and site improvement incident to new construction or to make a site addition useable; restoration and correcting deficiencies required for safety to life, health and sanitation.

(b) Special instructional and auxiliary facilities needed to improve the program at a school center but not necessary to increase the pupil stations.

(c) Major alterations to existing buildings which would substantially improve the utility of the space and replacement of or major alterations to the existing heating, cooling, lighting, safety, and sanitary facilities at a permanent school center.

(d) Debt service for district bonds serviced by voted ad valorem taxes.

(4) Each school board allocated funds under this section shall submit to the commissioner a projection of its schedule of eligible capital outlay disbursements for specified periods as prescribed by regulations of the state board. Upon approval by the commissioner, the comptroller shall disburse the funds. Prior to the distribution of the initial funds pursuant to this section the commissioner shall determine the district's needs pursuant to subparagraphs (2)(a), (b) and (c) in this section, and update the state facilities inventory subsequent to the effective date of this act.

Section 8. School design, construction techniques and financing mechanisms.

(1) The state board shall require that relocatable school facilities be provided at school centers where there is reason to believe the pupil population is unstable or is projected to decline in future years. The state board shall provide plans both for standard relocatable facilities and prototype plans for school plants for the purpose of making optimal use of permanently constructed facilities separate from or in conjunction with relocatable classrooms or modular relocatable units. These shall be utilized unless the local district shall affirmatively show that it can obtain or construct comparable facilities at less expense.

(2) The state board may require or approve the utilization of rented or leased facilities. Facilities may also be acquired by lease-purchase agreement and any capital outlay funds available are hereby authorized to be expended for such purposes.

(3) The state board may require local districts to employ procedures for the construction of new permanent facilities or major additions to existing facilities that will include but not be limited to the latest developments in construction techniques, materials, design, and concepts such as turn-key bidding, construction management, systems building process and the use of modular and standardized components, unless the district can document affirmatively that other procedures will provide the same quality of construction at less cost.

(4) All school facilities constructed by a school board incorporating the minimum standards prescribed by regulations of the state board as authorized in §235.26, Florida Statutes, shall be exempt from all state, county, district, municipal or local building codes and ordinances. Any inspection by local government shall be based on minimum standards as prescribed by the state board.

Section 9. Total state allocation to each district.—

(1) The total annual state allocation from the Florida education finance program to each district shall be the sum of:

(a) The total allocation for current operation as determined in Section 4,

(b) The total allocation for pupil transportation as determined in Section 6,

(c) The total allocation for school construction and debt service as determined in Section 7, and

(d) The amount of state reimbursement for actual tax loss resulting from the additional homestead exemptions authorized in chapter 71-309, Laws of Florida, which shall be computed as follows:

1. The department shall compute the number of mills of tax needed to provide the district required effort that year, and

2. From the actual tax levy for operating purposes or ten (10) mills, whichever is less, subtract the millage determined in 1,

3. The remainder obtained in 2 shall be multiplied by the total value of the additional homestead exemptions authorized in chapter 71-309, Laws of Florida, and multiply this product by ninety five (95) percent.

4. The amount determined in 3 shall be the allocation to the district.

(2) The department shall distribute the annual allocation prescribed herein and all other allocations as provided for by law periodically to each district in the manner prescribed by regulations of the state board. The department shall prior to June 30 each year, factor the base student cost by an amount sufficient to allocate to the districts the total funds appropriated for the Florida education finance program.

### *Recommendations*

It seems imperative that any recommendation in this area must consider the following factors:

1. The task of the Council is not to develop a comprehensive shared cost formula;

2. The degree to which Minnesota has pertinent information in this area readily available; and
3. The extent of knowledge about how fluctuating enrollments and the cost of providing educational facilities are related.

Therefore, the Council might consider the following:

1. The State Board of Education should investigate the relationship of fluctuating school enrollments and school facilities in the State of Minnesota. This investigation should include a facilities needs assessment in each school district.
2. The Legislature should consider the possibility of a facilities program in the State of Minnesota which would relieve the local school districts of the financial responsibility for funding local facilities.
3. The Council

Advisory Council on Fluctuating School Enrollments

Special Study

1. Subject: Facilities (Construction and/or Renovation)
2. Purpose of Study:  
To determine and study the feasibility of a shared cost formula for school facilities construction and/or renovation
3. Related Problem Areas:  
Section 10A3 Facilities
4. Related Alternative Solutions:  
Alt. Sol. 25 Shared Cost Formula for Construction and/or Renovation
5. Questions to be Addressed:  
What shared cost formulas could be adapted in Minnesota?
6. Required Data Base:  
Shared Cost formulas used in other states
7. Desired Format of Report:
  - 1) Alternative formulas
  - 2) Recommendations
8. Estimated Completion Date: June 1, 1976  
Reporting Date: June 11, 1976



MODULAR/RELOCATABLE EDUCATIONAL  
UNITS STUDY\*

Prepared by the Minnesota State Department  
Department of Education

*"What is the current status in utilization of modular units in Minnesota?"*

Scores of self contained classroom units are being used throughout the state to both provide temporary space needs and as a substitute for permanent space needs.

*"What is the current and projected need for additional facilities statewide?"*

- A few districts will have continuing growth requiring the use of modular/relocatable buildings during planning and construction stages until permanent buildings are completed. A very few districts will have temporary needs for spaces in elementary and/or secondary until a "bubble" in enrollment is past and permanent facilities can handle the loads.
- No summary of specific needs in terms of student stations has been done and no resources have been allocated to evaluate facilities now available for educational services. This should be done!

*"What is the feasibility of utilizing modular relocatable units by and between districts?"*

Appropriate use of modular/relocatable units is feasible but those presently used are inflexible and high maintenance liabilities.

*"What should be the role of the State in encouraging the use of modular/relocatable units?"*

Provide funding for research and encourage the development of more flexible modular/relocatable units that can be shipped longer distances with less expense, operated at lower costs and provide more appropriate spaces.

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Study.

The S.D.E. should place greater emphasis upon the collection and organization of facilities data so that more reasonable planning is possible. A statewide inventory of the 2,000 plus buildings operated to provide public educational services would require about 20,000 man hours plus data processing time, assuming a systematic data collection plan, trained and qualified evaluators and scheduled collection within a one year span.

Advisory Council on Fluctuating School Enrollments

Special Study

1. Subject: Modular Relocatable Units
2. Purpose of Study:  
To determine what role the state could play in encouraging the use of modular relocatable instructional units by and between school districts.
3. Related Problem Areas:  
Section IV A3 Facilities
4. Related Alternative Solutions:  
Alt. Sol. 26 Modular/Relocatable Units
5. Questions to be Addressed:
  - 1) What is the current status in the utilization of modular units?
  - 2) What is the current and projected need for additional facilities statewide?
  - 3) What is the feasibility of utilizing modular/relocatable units by and between districts?
  - 4) What should be the role of the state in encouraging the use of modular/relocatable units?
6. Desired Format of Report:
  - 1) Current status in the utilization of modular units.
  - 2) Current need for additional facilities.
  - 3) Projected need for additional facilities
  - 4) Feasibility of utilizing modular/relocatable units by and between districts
  - 5) Role of the state
  - 6) Recommendations
8. Estimated Completion date: May 1, 1976  
Reporting date: May 7, 1976 (Council meeting)

CERTIFICATE OF NEED STUDY\*

Prepared by the Minnesota State  
Department of Education

*"What has been the rationale for instituting a Certificate of Need in the State of Minnesota?"*

This department presumes the rationale is to avoid unnecessary duplication of facilities and services.

*"What have been found to be the pros and cons of a Certificate of Need?"*

Pros:

- To avoid additional costs of unnecessary duplication of services.
- To coordinate the planning by different entities.
- To provide better (more comprehensive) services.

Cons:

- Loss of local freedom to act without regard to neighboring entities.
- Development of bureaucratic inertia.

*"What alternatives have been considered in lieu of a Certificate of Need, if any?"*

The District Organization, Planning and Operations Section of the State Department of Education suggests that positive incentives for cooperation and coordination of planning and delivery of educational services be provided.

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

Advisory Council on Fluctuating School Enrollments

Special Study

1. Subject: Certificate of Need
2. Purpose of Study:
  - 1) To determine the feasibility of requiring a Certificate of Need issued by the State Board of Education or the regional service units which includes an approval procedure.
3. Related Problem Areas:

Section IV A3 Facilities
4. Related Alternative Solutions:

Alt. Sol. 23 Certificate of Need
5. Questions to be Addressed:
  - 1) What has been the rationale for considering a Certificate of Need in the state of Minnesota?
  - 2) What have been found to be the pros and cons of a Certificate of Need?
  - 3) What alternatives have been considered in lieu of a Certificate of Need, if any?
6. Required Data Base:
  - 1) Past discussion and action at the state level about the need for a Certificate of Need.
7. Desired Format of Report:
  - 1) History and rationale of a Certificate of Need
  - 2) Pros and cons of a Certificate of Need
  - 3) Alternatives
  - 4) Recommendations
8. Estimated Completion Date: May 1, 1976  
Reporting Date: May 7, 1976

Table 8-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Preston DISTRICT NO. 233  
 ENROLLMENT AND EXPENDITURE LEVELS LE HEX  
 ENROLLMENT TREND Moderate Decline

A. FALL ENROLLMENT

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>% CHANGE</u>
K	1970-71	53	
	1974-75	43	-19%
1-6	1970-71	344	
	1974-75	283	-18%
7-12	1970-71	341	
	1974-75	347	+ 2%
1-12	1970-71	685	
	1974-75	630	- 8%
K-12	1970-71	738	
	1974-75	673	- 9%

B. AVERAGE DAILY MEMBERSHIP

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>PUPIL UNITS*</u>
K	1970-71	53.2	27
	1974-75	44.1	22
1-6	1970-71	345.9	346
	1974-75	287.6	288
7-12	1970-71	344.2	482
	1974-75	351.4	492
K-12	1970-71	743.3	855
	1974-75	683.1	802

\* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

Table 9-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Richfield DISTRICT NO. 280

ENROLLMENT AND EXPENDITURE LEVELS HE HEx

ENROLLMENT TREND Sharp Decline

A. FALL ENROLLMENT

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>% CHANGE</u>
K	1970-71	742	
	1974-75	546	-26%
1-6	1970-71	4,432	
	1974-75	3,328	-25%
7-12	1970-71	5,288	
	1974-75	4,643	-12%
1-12	1970-71	9,720	
	1974-75	7,971	-18%
K-12	1970-71	10,462	
	1974-75	8,517	-19%

B. AVERAGE DAILY MEMBERSHIP

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>PUPIL UNITS*</u>
K	1970-71	734.7	367
	1974-75	539.7	270
1-6	1970-71	4,403.6	4,404
	1974-75	3,348.2	3,348
7-12	1970-71	5,278.5	7,390
	1974-75	4,629.9	6,482
K-12	1970-71	10,416.8	12,161
	1974-75	8,517.8	10,100

\* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).



Table 10-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Eveleth DISTRICT NO. 697

ENROLLMENT AND EXPENDITURE LEVELS HE LEx

ENROLLMENT TREND Sharp Decline

**A. FALL ENROLLMENT**

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>% CHANGE</u>
K	1970-71	122	
	1974-75	93	-24%
1-6	1970-71	857	
	1974-75	699	-18%
7-12	1970-71	984	
	1974-75	956	- 3%
1-12	1970-71	1,841	
	1974-75	1,655	-10%
K-12	1970-71	1,963	
	1974-75	1,748	-11%

**B. AVERAGE DAILY MEMBERSHIP**

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>PUPIL UNITS*</u>
K	1970-71	104.3	52
	1974-75	95.2	48
1-6	1970-71	877.4	877
	1974-75	699.7	700
7-12	1970-71	979.8	1,372
	1974-75	961.8	1,347
K-12	1970-71	1,961.5	2,301
	1974-75	1,756.7	2,095

\* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

Table 11-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT South Koochiching DISTRICT NO. 363  
 ENROLLMENT AND EXPENDITURE LEVELS LE HEx  
 ENROLLMENT TREND Sharp Decline

A. FALL ENROLLMENT

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>% CHANGE</u>
K	1970-71	0	
	1974-75	16	-
1-6	1970-71	236	
	1974-75	167	-29%
7-12	1970-71	252	
	1974-75	236	- 6%
1-12	1970-71	488	
	1974-75	403	-17%
K-12	1970-71	488	
	1974-75	419	-14%

B. AVERAGE DAILY MEMBERSHIP

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>PUPIL UNITS*</u>
K	1970-71	1.0	.50
	1974-75	20.7	10
1-6	1970-71	287.7	288
	1974-75	210.0	210
7-12	1970-71	239.9	336
	1974-75	233.6	327
K-12	1970-71	528.6	624.5
	1974-75	464.3	547

\* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

Table 12-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Minneota DISTRICT NO. 414  
 ENROLLMENT AND EXPENDITURE LEVELS LE LEx  
 ENROLLMENT TREND Sharp Decline

A. FALL ENROLLMENT

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>% CHANGE</u>
K	1970-71	63	
	1974-75	52	-17%
1-6	1970-71	307	
	1974-75	210	-32%
7-12	1970-71	472	
	1974-75	409	-13%
1-12	1970-71	779	
	1974-75	619	-21%
K-12	1970-71	842	
	1974-75	671	-20%

B. AVERAGE DAILY MEMBERSHIP

<u>GRADES</u>	<u>YEAR</u>	<u>ENROLLMENT</u>	<u>PUPIL UNITS*</u>
K	1970-71	62.7	31
	1974-75	54.2	27
1-6	1970-71	303.4	303
	1974-75	210.2	210
7-12	1970-71	467.6	655
	1974-75	418.8	585
K-12	1970-71	833.7	989
	1974-75	683.2	822

\* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

TABLE 1-B

FTE Professional Staff Per 1000 Students  
and  
Class Size Ratios by School District

	FTE Professional Staff Per 1000 Students														Class Size Ratio *			
	Total Administration		Pupil Personnel		Special Education		K-6 Classroom Teachers		7-12 Classroom Teachers		Other Instructional Staff		Total Professional Staff		K-6 Class Size		7-12 Class Size	
	1970	1974	1970	1974	1970	1974	1970	1974	1970	1974	1970	1974	1970	1974	1970	1974	1970	1974
Burnsville	3.21	3.39	2.17	2.30	2.34	3.33	40.15	40.72	47.93	49.52	88	1.40	49.31	51.85	25	25	21	20
Elk River	3.28	3.05	3.24	2.66	3.26	2.90	36.93	44.04	42.77	4.204	1.03	1.50	47.77	49.51	27	23	23	24
Audubon	2.96	6.37	5.33	0.00	2.96	.60	36.65	42.44	60.71	54.37	0.00	1.34	65.09	52.63	27	24	16	18
Laporte	4.16	4.27	1.67	5.73	0.00	4.96	55.13	49.77	73.28	60.77	1.83	3.07	70.83	67.59	18	20	14	16
Cloquet	3.82	3.74	3.00	4.08	2.18	4.75	45.72	49.91	74.72	52.87	5.14	5.63	53.63	61.84	22	20	21	19
Fosston	3.49	4.02	2.45	3.57	2.62	3.13	41.98	55.01	56.26	58.63	2.04	1.78	55.11	65.07	24	18	18	17
Preston	3.83	5.94	3.08	3.27	0.00	0.00	50.38	50.80	49.27	48.59	1.36	2.60	54.74	55.90	20	20	20	21
Storden-Jeffers	3.46	5.99	1.26	4.99	1.78	3.59	40.33	65.13	30.89	63.44	1.51	3.41	40.80	73.91	25	15	32	16
Richfield	3.48	4.23	3.42	4.79	2.49	3.85	35.76	48.41	47.62	51.79	.29	1.59	49.89	60.65	28	21	21	19
Eveleth	3.04	2.40	2.16	2.86	2.98	4.00	38.29	41.28	46.44	48.46	.98	2.04	49.03	52.52	26	24	22	21
S. Koochiching	2.86	5.18	3.48	3.58	0.00	3.58	45.22	69.40	74.37	74.24	1.37	2.86	65.80	81.67	22	14	14	14
Minnesota	2.62	4.47	.23	1.59	1.19	.89	40.27	44.58	47.93	53.35	1.54	.74	82.03	87.99	25	22	21	19

\* Class size ratio is a ratio of classroom teachers to enrollment.

SCHOOL DISTRICT Burnsville  
DISTRICT NUMBER 191

TABLE 1-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS HE HE+  
ENROLLMENT TREND Growth

UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	727		625		102
	1974-75	924	+27%	626	+0%	298
	Difference=	+197		+ 1		
K-12 Teachers Salaries	1970-71	406		349		57
	1974-75	488	+20%	330	- 5%	158
	Difference=	+ 82		- 19		
Administration and Other Instructional Salaries	1970-71	89		77		12
	1974-75	121	+36%	82	+ 6%	39
	Difference=	+ 32		+ 5		
Total Professional Salaries	1970-71	495		426		69
	1974-75	609	+23%	412	- 3%	197
	Difference=	+114		- 14		
Operation and Maintenance of Plant	1970-71	94		81		13
	1974-75	108	+15%	73	-10%	35
	Difference=	+ 14		- 8		
Fixed Charges	1970-71	33		28		5
	1974-75	25	-24%	17	-39%	8
	Difference=	- 8		- 11		
Transportation*	1970-71	40		34		6
	1974-75	52	+30%	35	+ 3%	17
	Difference=	+ 12		+ 1		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>						
Total Local Receipts	1970-71	454		390		64
	1974-75	468	+ 3%	317	-19%	151
	Difference=	+ 14		- 73		
Total County Receipts	1970-71	2		1		1
	1974-75	2	+ 0%	1	-22%	1
	Difference=	+ 0		+ 0		
Total State Receipts	1970-71	344		296		48
	1974-75	593	+72%	402	+36%	191
	Difference=	+249		+106		
Total Federal Receipts	1970-71	21		18		3
	1974-75	26	+24%	18	+0%	8
	Difference=	+ 5		+ 0		
Total Local, County, State and Federal Receipts	1970-71	822		707		115
	1974-75	1089	+32%	737	+ 4%	352
	Difference=	+267		+ 30		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	37		32		5
	1974-75	66	+78%	43	+41%	21
	Difference=	+ 29		+ 13		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.6 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Elk River  
DISTRICT NUMBER 728

TABLE 2-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS BY TYPE  
ENROLLMENT TREND Growth

UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	649		558		91
	1974-75	817	+26%	553	-1%	264
	Difference=	+168		- 5		
K-12 Teachers Salaries	1970-71	376		323		53
	1974-75	433	+15%	293	-3%	140
	Difference=	+ 57		- 30		
Administration and Other Instructional Salaries	1970-71	107		92		15
	1974-75	123	+15%	83	-10%	40
	Difference=	+ 16		- 9		
Total Professional Salaries	1970-71	484		416		68
	1974-75	557	+15%	377	-9%	180
	Difference=	+ 73		- 39		
Operation and Maintenance of Plant	1970-71	65		56		9
	1974-75	114	+75%	77	+38%	37
	Difference=	+ 49		+ 21		
Fixed Charges	1970-71	29		25		4
	1974-75	38	+31%	26	+4%	8
	Difference=	+ 9		+ 1		
Transportation*	1970-71	78		67		11
	1974-75	94	+21%	64	-4%	30
	Difference=	+ 16		- 3		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>						
Total Local Receipts	1970-71	298		256		42
	1974-75	194	-35%	131	-49%	63
	Difference=	-104		-125		
Total County Receipts	1970-71	11		9		2
	1974-75	9	-18%	6	-33%	3
	Difference=	- 2		- 3		
Total State Receipts	1970-71	517		444		73
	1974-75	847	+64%	573	+29%	274
	Difference=	+330		+129		
Total Federal Receipts	1970-71	13		11		2
	1974-75	6	-54%	6	-64%	2
	Difference=	- 7		- 7		
Total Local, County, State and Federal Receipts	1970-71	838		720		118
	1974-75	1057	+26%	715	-1%	342
	Difference=	+219		- 5		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	72		62		10
	1974-75	99	+38%	67	+8%	32
	Difference=	+ 27		+ 5		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Laporte  
DISTRICT NUMBER 306

TABLE 3-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS LE HEX  
ENROLLMENT TREND Growth

UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	705		606		99
	1974-75	1022	+ 45%	692	+14%	330
	Difference=	+317		+ 82		
K-12 Teachers Salaries	1970-71	448		385		63
	1974-75	574	+ 28%	389	+1%	185
	Difference=	+126		+ 4		
Administration and Other Instructional Salaries	1970-71	56		48		8
	1974-75	51	- 9%	34	-29%	17
	Difference=	- 5		- 14		
Total Professional Salaries	1970-71	504		433		71
	1974-75	625	+ 24%	423	- 2%	202
	Difference=	+121		- 10		
Operation and Maintenance of Plant	1970-71	87		75		12
	1974-75	147	+ 69%	99	+32%	48
	Difference=	+ 60		+ 24		
Fixed Charges	1970-71	37		32		5
	1974-75	72	+ 95%	49	+53%	23
	Difference=	+ 35		+ 17		
Transportation	1970-71	58		50		8
	1974-75	108	+ 86%	73	+ 4%	35
	Difference=					
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>						
Total Local Receipts	1970-71	318		273		45
	1974-75	168	- 47%	114	-58%	54
	Difference=	-150		-159		
Total County Receipts	1970-71	9		8		1
	1974-75	15	+ 67%	10	+25%	5
	Difference=	+ 6		+ 2		
Total State Receipts	1970-71	373		320		53
	1974-75	826	+121%	559	+75%	267
	Difference=	+453		+239		
Total Federal Receipts	1970-71	38		33		5
	1974-75	16	- 55%	11	-67%	5
	Difference=	- 22		- 22		
Total Local, County, State and Federal Receipts	1970-71	757		651		106
	1974-75	1025	+ 35%	694	+ 7%	331
	Difference=	+268		+ 43		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	55		47		8
	1974-75	129	+135%	87	+85%	42
	Difference=	+ 74		+ 40		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.



SCHOOL DISTRICT Audubon  
DISTRICT NUMBER 21

TABLE 4-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS 1.0 1.0x  
ENROLLMENT TREND Growth

UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967-100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	348		471		77
	1974-75	904	+ 63%	612	+30%	292
	Difference=	+356		+141		
K-12 Teachers Salaries	1970-71	287		247		40
	1974-75	350	+ 22%	237	- 4%	113
	Difference=	+ 63		- 10		
Administration and Other Instructional Salaries	1970-71	99		85		14
	1974-75	151	+ 53%	102	+20%	49
	Difference=	+ 52		+ 17		
Total Professional Salaries	1970-71	386		332		52
	1974-75	501	+ 30%	339	+ 2%	162
	Difference=	+115		+ 7		
Operation and Maintenance of Plant	1970-71	70		60		10
	1974-75	80	+ 14%	54	-10%	26
	Difference=	+ 10		- 6		
Fixed Charges	1970-71	27		23		4
	1974-75	48	+ 78%	32	+39%	16
	Difference=	+ 21		+ 9		
Transportation	1970-71	60		52		8
	1974-75	98	+ 63%	66	+27%	32
	Difference=	+ 38		+ 14		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>						
Total Local Receipts	1970-71	224		193		31
	1974-75	221	- 1%	150	-22%	71
	Difference=	- 3		- 43		
Total County Receipts	1970-71	9		8		1
	1974-75	12	+ 33%	8	+ 0%	4
	Difference=	+ 3		+ 0		
Total State Receipts	1970-71	324		279		45
	1974-75	709	+119%	480	+72%	229
	Difference=	+384		+201		
Total Federal Receipts	1970-71	33		28		5
	1974-75	24	+ 27%	16	-43%	8
	Difference=	- 9		- 12		
Total Local, County, State and Federal Receipts	1970-71	590		507		83
	1974-75	966	+64%	654	+29%	312
	Difference=	+376		+147		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	55		47		8
	1974-75	143	+160%	97	+106%	46
	Difference=	+ 88		+ 50		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.

SCHOOL-DISTRICT Cloquet  
DISTRICT NUMBER 94

TABLE 5-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS RE PER  
ENROLLMENT TREND Moderate Decline

IN DISBURSEMENTS AND REVENUE RECEIPTS						
UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	739		635		104
	1974-75	1070	+ 45%	724	+ 14%	346
	Difference=	+331		+ 89		
K-12 Teachers Salaries	1970-71	422		363		59
	1974-75	595	+ 41%	403	+ 11%	192
	Difference=	+173		+ 40		
Administration and Other Instructional Salaries	1970-71	99		85		14
	1974-75	136	+ 37%	92	+ 8%	44
	Difference=			+ 7		
Total Professional Salaries	1970-71	521		448		73
	1974-75	731	+ 40%	495	+ 10%	236
	Difference=	+210		+ 47		
Operation and Maintenance of Plant	1970-71	86		74		12
	1974-75	127	+ 48%	86	+ 16%	41
	Difference=	+ 41		+ 12		
Fixed Charges	1970-71	34		29		5
	1974-75	51	+ 50%	35	+ 21%	16
	Difference=	+ 17		+ 6		
Transportation	1970-71	40		34		6
	1974-75	62	+ 55%	42	+ 24%	20
	Difference=	+ 22		+ 8		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>						
Total Local Receipts	1970-71	413		355		58
	1974-75	217	- 49%	147	- 59%	70
	Difference=	-201		-208		
Total County Receipts	1970-71	7		6		1
	1974-75	0	-100%	0	-100%	-
	Difference=	- 7		- 6		
Total State Receipts	1970-71	357		307		50
	1974-75	803	+125%	544	+ 77%	259
	Difference=	+446		+237		
Total Federal Receipts	1970-71	17		15		2
	1974-75	37	+118%	25	+ 67%	12
	Difference=	+ 20		+ 10		
Total Local, County, State and Federal Receipts	1970-71	794		683		111
	1974-75	1111	+ 40%	752	+ 10%	359
	Difference=	+317		+ 69		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	32		27		5
	1974-75	53	+ 66%	36	+ 33%	17
	Difference=	+ 21		+ 9		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Fosston  
DISTRICT NUMBER 601

TABLE 6-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS HC 1.4  
ENROLLMENT TREND Moderate Decline

UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	546		469		77
	1974-75	995	+ 82%	674	+ 44%	321
	Difference=	+449		+205		
K-12 Teachers Salaries	1970-71	382		328		54
	1974-75	678	+ 77%	459	+ 40%	219
	Difference=	+296		+131		
Administration and Other Instructional Salaries	1970-71	63		54		9
	1974-75	97	+ 54%	66	+ 22%	31
	Difference=	+ 34		+ 12		
Total Professional Salaries	1970-71	445		382		63
	1974-75	775	+ 74%	525	+ 37%	14
	Difference=	+330		+143		
Operation and Maintenance of Plant	1970-71	71		61		10
	1974-75	125	+ 76%	85	+ 39%	40
	Difference=	+ 54		+ 24		
Fixed Charges	1970-71	22		19		3
	1974-75	57	+159%	39	+105%	18
	Difference=	+ 35		+ 20		
Transportation	1970-71	32		45		7
	1974-75	111	+113%	75	+ 67%	36
	Difference=	+ 79		+ 30		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>						
Total Local Receipts	1970-71	210		180		30
	1974-75	168	- 20%	114	- 37%	54
	Difference=	- 42		- 66		
Total County Receipts	1970-71	18		15		3
	1974-75	18	+ 0%	12	- 20%	6
	Difference=	+ 0		- 3		
Total State Receipts	1970-71	343		295		48
	1974-75	1007	+194%	682	+131%	325
	Difference=	+664		+387		
Total Federal Receipts	1970-71	37		32		5
	1974-75	88	+138%	60	+ 88%	28
	Difference=	+ 51		+ 28		
Total Local, County, State and Federal Receipts	1970-71	608		523		85
	1974-75	1281	+111%	860	+ 64%	421
	Difference=	+673		+337		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	47		40		7
	1974-75	120	+155%	81	+103%	39
	Difference=	+ 73		+ 41		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Storden Jeffers  
DISTRICT NUMBER 170

TABLE 7-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS LE H2x  
ENROLLMENT TREND Moderate Decline

UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	791		680		111
	1974-75	<u>1071</u>	+ 35%	<u>725</u>	+ 7%	346
	Difference=	+280		+ 45		
K-12 Teachers Salaries	1970-71	531		457		74
	1974-75	<u>600</u>	+ 25%	<u>406</u>	- 11%	194
	Difference=	+131		- 51		
Administration and Other Instructional Salaries	1970-71	193		166		27
	1974-75	<u>148</u>	- 23%	<u>100</u>	- 40%	48
	Difference=	- 45		- 66		
Total Professional Salaries	1970-71	724		622		102
	1974-75	<u>748</u>	+ 3%	<u>506</u>	- 19%	242
	Difference=	+ 24		-116		
Operation and Maintenance of Plant	1970-71	114		98		16
	1974-75	<u>132</u>	+ 16%	<u>89</u>	- 9%	43
	Difference=	+ 18		- 9		
Fixed Charges	1970-71	24		21		3
	1974-75	<u>55</u>	+129%	<u>37</u>	+ 76%	18
	Difference=	+ 31		+ 16		
Transportation	1970-71	60		52		8
	1974-75	<u>80</u>	+ 33%	<u>54</u>	+ 4%	26
	Difference=	+ 20		+ 2		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>						
Total Local Receipts	1970-71	474		408		66
	1974-75	<u>526</u>	+ 11%	<u>356</u>	- 13%	170
	Difference=	+ 52		- 52		
Total County Receipts	1970-71	4		3		1
	1974-75	<u>4</u>	+ 0%	<u>3</u>	+ 0%	1
	Difference=	+ 0		+ 0		
Total State Receipts	1970-71	179		154		25
	1974-75	<u>637</u>	+256%	<u>431</u>	+180%	206
	Difference=	+458		+277		
Total Federal Receipts	1970-71	0		0		0
	1974-75	<u>38</u>	---	<u>26</u>	---	12
	Difference=	+ 38		+ 26		
Total Local, County, State and Federal Receipts	1970-71	656		564		92
	1974-75	<u>1205</u>	+ 84%	<u>816</u>	- 45%	389
	Difference=	+549		+252		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	151		130		21
	1974-75	<u>111</u>	- 26%	<u>75</u>	- 42%	36
	Difference=	- 40		- 55		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.

TABLE 8-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS LE LE<sub>x</sub>  
ENROLLMENT TREND Moderate Decline

UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	666		573		93
	1974-75	875	+31%	592	+3%	283
	Difference=	+209		+19		
K-12 Teachers Salaries	1970-71	440		378		62
	1974-75	608	+38%	412	+9%	196
	Difference=	+168		+34		
Administration and Other Instructional Salaries	1970-71	54		46		8
	1974-75	120	+122%	81	+76%	39
	Difference=	+66		+35		
Total Professional Salaries	1970-71	494		425		69
	1974-75	728	+47%	493	+16%	235
	Difference=	+234		+68		
Operation and Maintenance of Plant	1970-71	86		74		12
	1974-75	105	+22%	71	-4%	34
	Difference=	+19		-3		
Fixed Charges	1970-71	22		19		3
	1974-75	60	+178%	41	+116%	19
	Difference=	+38		+22		
Transportation*	1970-71	61		52		9
	1974-75	81	+33%	54	+4%	27
	Difference=	+20		+2		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>						
Total Local Receipts	1970-71	283		243		40
	1974-75	262	-7%	177	-27%	85
	Difference=	-21		-66		
Total County Receipts	1970-71	10		9		1
	1974-75	10	+0%	7	-22%	3
	Difference=	0		-2		
Total State Receipts	1970-71	395		340		55
	1974-75	719	+82%	487	+43%	
	Difference=	+324		+147		
Total Federal Receipts	1970-71	-		-		-
	1974-75	-		-		-
	Difference=	-		-		
Total Local, County, State and Federal Receipts	1970-71	689		592		97
	1974-75	991	+44%	671	+13%	320
	Difference=	+302		+79		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	59		51		8
	1974-75	132	+124%	89	+75%	43
	Difference=	+73		+38		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Richfield  
DISTRICT NUMBER 280

TABLE 9-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS HE HEX  
ENROLLMENT TREND Sharp Decline

UNITS COSTS		YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>							
Adjusted Maintenance Cost		1970-71	845		727		118
		1974-75	1161	+37%	786	+8%	375
		Difference=	+316		+59		
K-12 Teachers Salaries		1970-71	503		433		70
		1974-75	628	+25%	425	-2%	203
		Difference=	+125		-8		
Administration and Other Instructional Salaries		1970-71	100		86		14
		1974-75	184	+84%	125	+45%	59
		Difference=	+84		+39		
Total Professional Salaries		1970-71	603		518		85
		1974-75	812	+35%	549	+6%	263
		Difference=	+209		+31		
Operation and Maintenance of Plant		1970-71	102		88		14
		1974-75	146	+43%	99	+13%	47
		Difference=	+44		+11		
Fixed Charges		1970-71	50		43		7
		1974-75	80	+60%	54	+26%	26
		Difference=	+30		+11		
Transportation		1970-71	23		20		3
		1974-75	38	+65%	26	+30%	12
		Difference=	+15		+6		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>							
Total Local Receipts		1970-71	547		470		77
		1974-75	569	+4%	385	-18%	184
		Difference=	+22		-85		
Total County Receipts		1970-71	4		3		1
		1974-75	2	+50%	1	-67%	1
		Difference=	-2		-2		
Total State Receipts		1970-71	39		34		5
		1974-75	571	+1364%	387	+1009%	184
		Difference=	+532		+343		
Total Federal Receipts		1970-71	6		5		1
		1974-75	22	+267%	15	+200%	7
		Difference=	+16		+10		
Total Local, County, State and Federal Receipts		1970-71	593		512		83
		1974-75	1164	+96%	788	+54%	376
		Difference=	+569		+276		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>							
Total Local, County and State Receipts		1970-71	-		-		-
		1974-75	39	-	26	-	13
		Difference=	+39		+26		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.



TABLE 10-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	647		556		91
	1974-75	860	+33%	582	+5%	278
	Difference=	+213		+26		
K-12 Teachers Salaries	1970-71	382		328		54
	1974-75	458	+20%	310	-5%	148
	Difference=	+76		-18		
Administration and Other Instructional Salaries	1970-71	56		48		8
	1974-75	96	+71%	65	+35%	31
	Difference=	+40		+17		
Total Professional Salaries	1970-71	438		377		61
	1974-75	554	+26%	373	-1%	179
	Difference=	+116		-3		
Operation and Maintenance of Plant	1970-71	108		93		15
	1974-75	140	+30%	95	+2%	45
	Difference=	+32		+2		
Fixed Charges	1970-71	39		34		5
	1974-75	75	+92%	51	+50%	24
	Difference=	+36		+17		
Transportation*	1970-71	46		40		6
	1974-75	68	+48%	46	+15%	22
	Difference=	+22		+6		
<b>B. REVENUE RECEIPTS—GENERAL FUND</b>						
Total Local Receipts	1970-71	240		206		34
	1974-75	106	-56%	72	-65%	34
	Difference=	-134		-134		
Total County Receipts	1970-71	6		5		1
	1974-75	9	+50%	6	+20%	3
	Difference=	+3		+1		
Total State Receipts	1970-71	521		448		73
	1974-75	825	+58%	558	+25%	267
	Difference=	+304		+110		
Total Federal Receipts	1970-71	19		16		3
	1974-75	12	-37%	8	-50%	4
	Difference=	-7		-8		
Total Local, County, State and Federal Receipts	1970-71	786		676		110
	1974-75	950	+21%	643	-5%	307
	Difference=	+164		-33		
<b>C. REVENUE RECEIPTS—TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	39		33		6
	1974-75	60	+54%	41	+24%	19
	Difference=	+21		+8		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.



TABLE 11-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS LE HE  
ENROLLMENT TREND Sharp Decline

UNIT COSTS		YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>							
Adjusted Maintenance Cost		1970-71	682		586		96
		1974-75	1227	+80%	831	+42%	396
		Difference=	+545		+245		
K-12 Teachers Salaries		1970-71	456		392		64
		1974-75	521	+14%	353	-10%	168
		Difference=	+65		-39		
Administration and Other Instructional Salaries		1970-71	4		3		1
		1974-75	64	+1500%	43	+1333%	21
		Difference=	+60		+40		
Total Professional Salaries		1970-71	460		396		64
		1974-75	585	+27%	396	+0%	189
		Difference=	+125		+0		
Operation and Maintenance of Plant		1970-71	104		89		15
		1974-75	123	+18%	83	-7%	40
		Difference=	+19		-6		
Fixed Charges		1970-71	56		48		8
		1974-75	89	+59%	60	+25%	29
		Difference=	+33		+12		
Transportation		1970-71	87		75		12
		1974-75	127	+46%	86	+15%	41
		Difference=	+40		+11		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>							
Total Local Receipts		1970-71	147		126		21
		1974-75	226	+54%	153	+21%	73
		Difference=	+79		+27		
Total County Receipts		1970-71	-		-		-
		1974-75	25		17		8
		Difference=	+25		+17		
Total State Receipts		1970-71	458		394		64
		1974-75	896	+96%	607	+54%	289
		Difference=	+438		+213		
Total Federal Receipts		1970-71	26		22		4
		1974-75	57	+119%	39	+77%	18
		Difference=	+31		+17		
Total Local, County, State and Federal Receipts		1970-71	631		543		88
		1974-75	1204	+91%	815	+50%	389
		Difference=	+573		+272		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>							
Total Local, County and State Receipts		1970-71	86		74		12
		1974-75	155	+80%	105	+42%	50
		Difference=	+69		+31		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).  
\*\*The Consumer Price Index is used to deflate the current dollars.

TABLE 12-C  
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT\* COSTS  
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS LE 15%  
ENROLLMENT TREND Sharp Decline

UNITS COSTS	YEAR	CURRENT	% CHANGE	REAL (1967=100)**	% CHANGE	IMPACT OF INFLATION ON UNIT COSTS
<b>A. DISBURSEMENTS</b>						
Adjusted Maintenance Cost	1970-71	512		440		72
	1974-75	817	+60%	553	+26%	264
	Difference=	+305		+113		
K-12 Teachers Salaries	1970-71	368		316		52
	1974-75	591	+61%	400	+37%	191
	Difference=	+223		+116		
Administration and Other Instructional Salaries	1970-71	46		40		6
	1974-75	77	+67%	52	+30%	25
	Difference=	+31		+12		
Total Professional Salaries	1970-71	414		356		58
	1974-75	668	+61%	452	+27%	216
	Difference=	+254		+96		
Operation and Maintenance of Plant	1970-71	51		44		7
	1974-75	98	+92%	66	+50%	32
	Difference=	+47		+22		
Fixed Charges	1970-71	16		14		2
	1974-75	29	+81%	20	+43%	9
	Difference=	+13		+6		
Transportation	1970-71	47		40		7
	1974-75	73	+55%	49	+23%	24
	Difference=	+26		+9		
<b>B. REVENUE RECEIPTS--GENERAL FUND</b>						
Total Local Receipts	1970-71	246		212		34
	1974-75	267	+9%	181	-15%	86
	Difference=	+21		-31		
Total County Receipts	1970-71	61		52		9
	1974-75	8	-87%	5	-90%	3
	Difference=	-53		-47		
Total State Receipts	1970-71	279		240		39
	1974-75	635	+128%	430	+79%	205
	Difference=	+356		+190		
Total Federal Receipts	1970-71	8		7		1
	1974-75	102	+1175%	69	+88%	33
	Difference=	+94		+62		
Total Local, County, State and Federal Receipts	1970-71	594		511		83
	1974-75	1017	+70%	685	+34%	327
	Difference=	+418		+174		
<b>C. REVENUE RECEIPTS--TRANSPORTATION FUND</b>						
Total Local, County and State Receipts	1970-71	46		40		6
	1974-75	95	+107%	64	+60%	31
	Difference=	+49		+24		

\*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

\*\*The Consumer Price Index is used to deflate the current dollars.

TABLE 1-B.1

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	<u>Murnsboro</u>	DIST. #	<u>191</u>
ENROLLMENT AND EXPENDITURE LEVELS	<u>IE</u>	HEX	
ENROLLMENT TREND	<u>Growth</u>		

**A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF**

Classification	1970-71 (K-12 Enrollment = 7,781)	1974-75 (K-12 Enrollment = 10,856)
<b>1. Administrative, Supervisory and Special Personnel</b>		
Superintendent	1.00	1.00
Asst. Superintendent, Secondary	1.00	1.00
Asst. Superintendent, Elementary	1.00	1.00
Asst. Superintendent, All Instruction	.50	--
Asst. Superintendent, Personnel	.50	1.00
School Business Manager	1.00	1.00
Director of Special Education	1.00	1.00
Director of Athletics	1.00	1.00
Director of Vocational Education	1.00	--
Local Elementary and Sec. Prog. Director	--	1.00
Director of Federal Programs	1.00	1.00
Other Admin., Supv., or Spec. Assignments	1.00	2.17
Administrative Intern	--	3.50
Career Development, Secondary	--	.40
Supervisor of Mathematics	--	.64
Supervisor of Social Sciences	--	1.14
Media Supervisor	--	2.00
Coordinator of Curriculum	.50	1.00
<b>2. Pupil Personnel Services</b>		
Guidance and Counseling, Secondary	6.00	10.00
Librarian	7.80	11.00
School Psychologist	1.00	3.00
School Nurse	2.00	1.00
<b>3. Special Education Services</b>		
Educationally Mentally Retarded	3.00	6.60
Speech Correction	7.00	8.00
Learning Disabled	8.00	21.60
Other Special Education	.18	--
<b>TOTAL F.T.E. DISTRICTWIDE STAFF</b>	<b>45.08</b>	<b>81.05</b>

**B. ELEMENTARY F.T.E. PROFESSIONAL STAFF**

Classification	1970-71 (K-6 Enrollment = 4,624)	1974-75 (K-6 Enrollment = 6,059)
<b>1. Administration</b>		
Principals and Asst. Principals	10.00	7.00
<b>2. Elementary Special Subjects</b>		
Physical Education	1.09	7.20
Elementary Music	4.23	8.00
<b>3. Instructional</b>		
Grades 1-6	172.00	205.50
Kindergarten	--	19.00
<b>TOTAL F.T.E. ELEMENTARY STAFF</b>	<b>187.32</b>	<b>246.70</b>

**C. SECONDARY F.T.E. PROFESSIONAL STAFF**

Classification	1970-71 (7-12 Enrollment = 3,157)	1974-75 (7-12 Enrollment = 4,748)
<b>1. Administration</b>		
Principals and Asst. Principals	5.00	10.00
<b>2. Instructional</b>		
Art	6.03	11.00
Business Office Education	7.30	8.17
Distributive Education	1.00	1.00
English-Speech-Dramatic Arts	30.09	42.78
Foreign Language	8.51	13.61
Health, Physical Education	15.93	28.75
Home Economics	5.00	10.10
Industrial Arts	10.60	13.83
Mathematics	18.00	28.41
Music	5.20	9.09
Natural Sciences	14.17	21.40
Social Sciences	24.43	34.97
Trades and Industrial	--	1.00
Driver's Education	--	1.00
<b>TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF</b>	<b>151.29</b>	<b>235.11</b>
<b>TOTAL F.T.E. PROFESSIONAL STAFF</b>	<b>383.69</b>	<b>562.86</b>

TABLE 2-B.2

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	Elk River	DIST. #	728
ENROLLMENT AND EXPENDITURE LEVELS	HE	LE	x
ENVIRONMENT TREND	Growth		

A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (K-12 Enrollment = 2,800)	1974-75 (K-12 Enrollment = 4,134)
1. <u>Administrative, Supervisory and Special Personnel</u>		
Superintendent	1.00	1.00
Director of Elementary Education	1.00	1.00
Director of Special Education	1.00	--
Director of Audio-Visual Education	--	1.00
Coordinator of Audio-Visual Education	1.00	--
Director of Athletics	--	.60
Other Admin., Supv. or Spec. Pers.	.71	1.00
2. <u>Pupil Personnel Services</u>		
Guidance and Counseling, Secondary	4.00	3.00
Librarian	4.40	6.00
School Nurse	1.00	1.00
School Social Worker	--	1.00
3. <u>Special Education Services</u>		
Educable Mentally Retarded	3.00	2.67
Speech Correction	2.00	2.00
Emotionally Disturbed and Socially Maladjusted	--	.50
Learning Disabled	4.45	6.83
TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF	23.56	37.60

B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (K-6 Enrollment = 1,552)	1974-75 (K-6 Enrollment = 2,162)
1. <u>Administration</u>		
Principals	2.81	4.00
2. <u>Elementary Special Subjects</u>		
Physical Education	--	2.50
Music	3.00	3.70
3. <u>Instructional</u>		
Grades 1-6	(1-6 Enrollment = 1,300) 45.00	(1-6 Enrollment = 1,801) 78.00
Kindergarten	(Kdg. Enrollment = 252) 6.50	(Kdg. Enrollment = 361) 7.00
TOTAL F.T.E. ELEMENTARY STAFF	57.31	95.20

C. SECONDARY F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (7-12 Enrollment = 1,348)	1974-75 (7-12 Enrollment = 1,948)
1. <u>Administration</u>		
Principals and Asst. Principal	2.00	4.00
2. <u>Instructional</u>		
Agriculture	1.00	1.00
Art	2.00	4.20
Business and Office Education	3.00	4.20
Distributive Education	--	1.00
English-Speech-Dramatic Arts	12.45	11.10
Foreign Languages	1.00	.40
Health, Physical Education	4.93	8.45
Home Economics	2.00	4.20
Industrial Arts	5.00	7.00
Mathematics	6.00	8.80
Music	1.36	5.00
Natural Sciences	6.49	9.20
Social Sciences	8.55	11.53
Driver's Education	1.27	.81
TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF	57.65	81.69
TOTAL F.T.E. PROFESSIONAL STAFF	138.52	204.49

TABLE 3-B.3

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	Laporte	DIST. #	306
ENROLLMENT AND EXPENDITURE LEVELS	LE	HLX	
ENVIRONMENT TREND	Growth		

A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (K-12 Enrollment = 240)	1974-75 (K-12 Enrollment = 274)
1. <u>Administrative, Supervisory and Special Personnel</u>		
Superintendent	1.00	.50 (on 1/2 time leave)
2. <u>Pupil Personnel Services</u>		
Librarian	.40	.37
Remedial Reading	--	1.00
3. <u>Special Education</u>		
Learning Disabled	--	1.36
4. <u>Special Subjects</u>		
Music	.10	.07
TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF	1.50	3.50

B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (K-6 Enrollment = 115)	1974-75 (K-6 Enrollment = 126)
1. <u>Administration</u>		
Principal	Teaching Principal (0 F.T.E.)	--
2. <u>Elementary Special Subjects</u>		
Physical Education	--	.40
Music	.34	.37
3. <u>Instructional</u>		
Grades 1-6	(1-6 Enrollment = 115) 6.00	(1-6 Enrollment = 112) 5.00
Kindergarten	(Kdg. Enrollment = 0) --	(Kdg. Enrollment = 14) .50
TOTAL F.T.E. ELEMENTARY STAFF	6.34	6.27

C. SECONDARY F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (7-12 Enrollment = 125)	1974-75 (7-12 Enrollment = 144)
1. <u>Administration</u>		
Principals	Teaching Principal (0 F.T.E.)	.67
2. <u>Instructional</u>		
Art	.13	.10
Business and Office Education	.83	1.00
English-Speech-Dramatic Arts	1.97	1.02
Foreign Language	.32	.22
Health, Physical Education	.87	.93
Home Economics	.87	.90
Industrial Arts	.80	.80
Mathematics	1.46	1.03
Music	.22	.55
Natural Sciences	.79	.20
Social Sciences	.90	1.07
Driver's Education	--	.26
TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF	9.16	8.75
TOTAL F.T.E. PROFESSIONAL STAFF	17.00	18.52

TABLE 4-B.4

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	Audubon	DIST. #	21
ENROLLMENT AND EXPENDITURE LEVELS	LE	LEx	
ENVIRONMENT TREND	Growth		
<b>A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF</b>			
Classification	1970-71 (K-12 Enrollment = 338)	1974-75 (K-12 Enrollment = 419)	
1. <u>Administrative, Supervisory and Special Personnel</u>			
Superintendent	1.00	1.00	
Coordinator of Health	--	.87	
2. <u>Pupil Personnel Services</u>			
Guidance and Counseling	1.00	--	
Librarian	1.80	--	
3. <u>Special Education Services</u>			
Educable Mentally Retarded	.25	.25	
Trainable Mentally Retarded	.25	--	
Emotionally Disturbed and Socially Maladjusted	.25	--	
Learning Disabled	.25	--	
<b>TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF</b>	<b>4.80</b>	<b>1.92</b>	
<b>B. ELEMENTARY F.T.E. PROFESSIONAL STAFF</b>			
Classification	1970-71 (K-6 Enrollment = 191)	1974-75 (K-6 Enrollment = 222)	
1. <u>Administration</u>			
Principal	1 Teaching Principal (0 F.T.E.)	.17	
2. <u>Elementary Special Subjects</u>			
Elementary Music	--	.36	
3. <u>Instructional</u>			
Grades 1-6	(1-6 Enrollment = 170) 7.00	(1-6 Enrollment = 189) 7.69	
Kindergarten	(Kdg. Enrollment = 21) --	(Kdg. Enrollment = 33) 1.00	
<b>TOTAL F.T.E. ELEMENTARY STAFF</b>	<b>7.00</b>	<b>9.42</b>	
<b>C. SECONDARY F.T.E. PROFESSIONAL STAFF</b>			
Classification	1970-71 (7-12 Enrollment = 168)	1974-75 (7-12 Enrollment = 197)	
1. <u>Administration</u>			
Principal and Asst. Prin.	--	.83	
2. <u>Instructional</u>			
Agriculture	1.00	.75	
Art	--	.33	
Business and Office Education	2.60	1.00	
Distributive Education	--	--	
English-Speech-Dramatic Arts	1.70	1.60	
Foreign Languages	.40	--	
Health, Physical Education	1.10	1.06	
Home Economics	1.00	1.00	
Industrial Arts	--	.40	
Mathematics	.80	.85	
Music	--	1.04	
Natural Sciences	2.20	1.17	
Social Sciences	.40	1.17	
Trades and Industrial	--	--	
Driver's Education	--	.34	
<b>TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF</b>	<b>10.20</b>	<b>10.71</b>	
<b>TOTAL F.T.E. PROFESSIONAL STAFF</b>	<b>22.00</b>	<b>22.05</b>	

TABLE 5-B.5

**1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)**

SCHOOL DISTRICT	Cloquet	DIST. #	94
ENROLLMENT AND EXPENDITURE LEVELS	HE	HEX	
ENVIRONMENT TREND	Moderate Decline		

**A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF**

<u>Classification</u>	<u>1970-71</u> (K-12 Enrollment = 3,669)	<u>1974-75</u> (K-12 Enrollment = 3,434)
<b>1. Administrative, Supervisory and Special Personnel</b>		
Superintendent	1.00	1.00
Director of Elementary Education	1.50	—
Director of Audio-Visual Education	1.00	1.00
Director of Special Education	1.00	1.00
Other Admin., Supv. or Spec. Pers.		
Administrative Intern	1.00	—
Administrative Assistant	—	1.00
Coordinator of Special Needs	—	.25
Director, Sec. Voc. Center	—	.56
Work Exper. Disadvantaged	—	.05
<b>2. Pupil Personnel Services</b>		
Guidance and Counseling, Secondary	4.00	4.00
Guidance and Counseling, Elementary	2.00	2.00
Librarian	5.00	5.00
School Nurse	2.00	2.00
Reading Consultant	—	1.00
Remedial Reading	—	2.00
<b>3. Special Education Services</b>		
Educable Mentally Retarded	3.00	2.00
Trainable Mentally Retarded	—	2.00
Speech Correction	2.00	3.31
Learning Disabled	4.00	9.00
<b>TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF</b>	<b>27.50</b>	<b>37.17</b>

**B. ELEMENTARY F.T.E. PROFESSIONAL STAFF**

<u>Classification</u>	<u>1970-71</u> (K-6 Enrollment = 1,947)	<u>1974-75</u> (K-6 Enrollment = 1,593)
<b>1. Administration</b>		
Principal	4.50	4.00
<b>2. Elementary Special Subjects</b>		
Physical Education	3.00	3.00
Music	5.00	4.00
<b>3. Instructional</b>		
Grades 1-6	(1-6 Enrollment = 1,706) 70.00	(1-6 Enrollment = 1,382) 64.50
Kindergarten	(Kdg. Enrollment = 241) 4.50	(Kdg. Enrollment = 211) 4.00
<b>TOTAL F.T.E. ELEMENTARY STAFF</b>	<b>87.00</b>	<b>79.50</b>

**C. SECONDARY F.T.E. PROFESSIONAL STAFF**

<u>Classification</u>	<u>1970-71</u> (7-12 Enrollment = 1,722)	<u>1974-75</u> (7-12 Enrollment = 1,810)
<b>1. Administration</b>		
Principal and Asst. Prin.	4.00	4.00
<b>2. Auxiliary</b>		
<b>3. Instructional</b>		
Agriculture	0.00	0.00
Art	2.00	4.00
Business and Office Education	5.00	5.00
Distributive Education	1.00	.70
English-Speech-Dramatic Arts	19.00	19.78
Foreign Languages	4.00	1.91
Health, Physical Education	4.16	7.19
Home Economics	5.00	6.00
Industrial Arts	7.00	6.15
Mathematics	11.00	12.65
Music	6.00	6.00
Natural Sciences	8.00	11.35
Social Sciences	13.14	17.07
Trades and Industrial	—	1.44
Driver's Education	.86	.44
<b>TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF</b>	<b>82.16</b>	<b>95.68</b>
<b>TOTAL F.T.E. PROFESSIONAL STAFF</b>	<b>169.66</b>	<b>212.35</b>



TABLE 6-B.6

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	Fosston	DIST. #	601
ENROLLMENT AND EXPENDITURE LEVELS	HE	LEX	
ENVIRONMENT TREND	Moderate Decline		
<b>A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF</b>			
Classification	1970-71 (K-12 Enrollment = 1,145)	1974-75 (K-12 Enrollment = 1,120)	
1. <u>Administrative, Supervisory and Special Personnel</u>			
Superintendent	1.00	1.00	
Work Exper. Disadvantaged	--	.50	
2. <u>Pupil Personnel Services</u>			
Guidance and Counseling, Secondary	.80	1.00	
Librarian	1.00	2.00	
Remedial Reading	1.00	1.00	
3. <u>Special Education Services</u>			
Educable Mentally Retarded	--	1.50	
Speech Correction	--	1.00	
Emotionally Disturbed and Socially Maladjusted	--	1.00	
Learning Disabled	3.00	--	
4. <u>Special Subjects</u>			
Music	--	1.00	
<b>TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF</b>	<b>6.80</b>	<b>10.00</b>	
<b>B. ELEMENTARY F.T.E. PROFESSIONAL STAFF</b>			
Classification	1970-71 (K-6 Enrollment = 568)	1974-75 (K-6 Enrollment = 509)	
1. <u>Administration</u>			
Principal	1.00	1.00	
2. <u>Elementary Special Subjects</u>			
Physical Education	1.00	1.00	
Music	1.34	--	
3. <u>Instructional</u>			
Grades 1-6	(1-6 Enrollment = 520) 19.00	(1-6 Enrollment = 450) 24.00	
Kindergarten	(Kdg. Enrollment = 48) 1.50	(Kdg. Enrollment = 59) 2.00	
<b>TOTAL F.T.E. ELEMENTARY STAFF</b>	<b>23.84</b>	<b>28.00</b>	
<b>C. SECONDARY F.T.E. PROFESSIONAL STAFF</b>			
Classification	1970-71 (7-12 Enrollment = 577)	1974-75 (7-12 Enrollment = 595)	
1. <u>Administration</u>			
Principal and Asst. Principal	2.00	2.00	
2. <u>Instructional</u>			
Agriculture	2.00	2.48	
Art	1.00	2.00	
Business and Office Education	2.00	2.00	
English-Speech-Dramatic Arts	5.20	5.60	
Foreign Languages	.82	1.00	
Health Occupations	--	1.00	
Health, Physical Education	3.00	3.00	
Home Economics	2.00	2.20	
Industrial Arts	1.00	1.00	
Mathematics	3.20	3.60	
Music	1.66	1.00	
Natural Sciences	3.68	3.80	
Social Sciences	4.40	3.40	
Driver's Education	.50	.80	
<b>TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF</b>	<b>32.46</b>	<b>34.88</b>	
<b>TOTAL F.T.E. PROFESSIONAL STAFF</b>	<b>63.10</b>	<b>72.88</b>	

TABLE 7-B.7

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Storden Jeffers DIST. # 178  
 ENROLLMENT AND EXPENDITURE LEVELS IE HEX  
 ENVIRONMENT TREND Moderate Decline

**A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF**

Classification	1970-71 (K-12 Enrollment = 563)	1974-75 (K-12 Enrollment = 501)
1. <u>Administrative, Supervisory and Special Personnel</u> Superintendent	1.00	1.00
2. <u>Pupil Personnel Services</u> Guidance and Counseling, Secondary Librarian	-- .71	.50 2.00
3. <u>Special Education</u> Educable Mentally Retarded Learning Disabled	1.00 --	1.00 .20
4. <u>Special Subjects</u> Art	--	.60
<b>TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF</b>	<b>2.71</b>	<b>5.30</b>

**B. ELEMENTARY F.T.E. PROFESSIONAL STAFF**

Classification	1970-71 (K-6 Enrollment = 304)	1974-75 (K-6 Enrollment = 232)
1. <u>Administration</u> Principals	.55	1.00
2. <u>Elementary Special Subjects</u> Physical Education Music	-- .85	.81 .30
3. <u>Instructional</u> Grades 1-6 Kindergarten	(1-6 Enrollment = 255) 10.86 (Kdg. Enrollment = 49) --	(1-5 Enrollment = 207) 12.00 (Kdg. Enrollment = 25) 1.00
<b>TOTAL F.T.E. ELEMENTARY STAFF</b>	<b>12.26</b>	<b>15.11</b>

**C. SECONDARY F.T.E. PROFESSIONAL STAFF**

Classification	1970-71 (7-12 Enrollment = 259)	1974-75 (7-12 Enrollment = 262)
1. <u>Administration</u> Principal and Asst. Principal	.40	1.00
2. <u>Instructional</u> Agriculture Art Business and Office Education English-Speech-Dramatic Arts Foreign Languages Health, Physical Education Home Economics Industrial Arts Mathematics Music Natural Sciences Social Sciences Driver's Education	-- .20 -- 1.29 .20 1.00 1.00 .80 1.00 .51 .60 1.00 --	2.00 -- 1.00 2.40 .20 .84 1.00 1.40 1.77 1.23 1.34 2.43 .17
<b>TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF</b>	<b>8.00</b>	<b>16.62</b>
<b>TOTAL F.T.E. PROFESSIONAL STAFF</b>	<b>22.97</b>	<b>37.03</b>

TABLE S-B.8

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	Preston	DIST. #	233
ENROLLMENT AND EXPENDITURE LEVELS	LE	LEX	
ENVIRONMENT TREND	Moderate Decline		

A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF			
Classification	1970-71 (K-12 Enrollment = 738)	1974-75 (K-12 Enrollment = 673)	
1. <u>Administrative, Supervisory and Special Personnel</u>			
Superintendent	1.00	1.00	
Coordinator of Audio-Visual Education	.33	.50	
Director of Federal Programs	--	.50	
2. <u>Pupil Personnel Services</u>			
Guidance and Counseling, Secondary	1.00	.20	
Librarian	1.27	1.00	
Remedial Reading	--	1.00	
3. <u>Special Education</u>	--	--	
TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF	3.60	4.20	

B. ELEMENTARY F.T.E. PROFESSIONAL STAFF			
Classification	1970-71 (K-6 Enrollment = 397)	1974-75 (K-6 Enrollment = 326)	
1. <u>Administration</u>			
Principals	.50	1.00	
2. <u>Elementary Special Subjects</u>			
Physical Education	--	.81	
Music	1.00	1.23	
Elementary Art	--	.52	
3. <u>Instructional</u>			
Grades 1-6	(1-6 Enrollment = 344) 17.00	(1-6 Enrollment = 283) 12.00	
Kindergarten	(Kdg. Enrollment = 53) 1.50	(Kdg. Enrollment = 43) 1.00	
TOTAL F.T.E. ELEMENTARY STAFF	20.00	16.56	

C. SECONDARY F.T.E. PROFESSIONAL STAFF			
Classification	1970-71 (7-12 Enrollment = 341)	1974-75 (7-12 Enrollment = 347)	
1. <u>Administration</u>			
Principal and Asst. Prin.	1.00	1.00	
2. <u>Instructional</u>			
Agriculture	1.00	1.00	
Art	.60	.48	
Business and Office Education	1.00	1.00	
English-Speech-Dramatic Arts	2.00	2.40	
Foreign Languages	.40	.40	
Health, Physical Education	1.20	1.18	
Home Economics	1.00	1.00	
Industrial Arts	1.00	1.40	
Mathematics	1.63	2.00	
Music	1.00	1.78	
Natural Sciences	2.17	2.00	
Social Sciences	2.80	3.03	
Driver's Education	--	.19	
TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF	16.80	16.86	
TOTAL F.T.E. PROFESSIONAL STAFF	40.40	37.62	

TABLE 9-B.9

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	Richfield	DIST. #	260
ENROLLMENT AND EXPENSES	DAVIS	DE	
ENVIRONMENT TREND	Sharp Decline	DEX	

## A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (K-12 Enrollment = 10,462)	1974-75 (K-12 Enrollment = 8,517)
1. Administrative, Supervisory and Special Personnel		
Superintendent	1.00	1.00
Asst. Super., Personnel	1.00	1.00
Director of Elementary Education	1.00	1.00
Director of Secondary Education	1.00	1.00
School Business Manager	1.00	1.00
Director of Special Education	1.00	1.00
Director of Athletics	1.00	1.00
Director of Audio-Visual Education	1.00	1.00
Other Admin., Supv., or Spec. Assign.	15.40	--
Media Supervisor	--	11.00
Work Evaluation Coordinator	--	2.00
Work Experienced, Disadvantaged	--	1.00
2. All Personnel Services		
Guidance and Counseling, Secondary	12.80	12.80
Librarian	11.00	4.00
Media Generalist	--	11.00
School Psychologist	4.00	4.00
Referral Counseling	7.00	5.00
3. Special Education		
Education for Gifted/Talented	5.00	5.00
Trainable Mentally Retarded	7.00	--
Speech Correction	7.00	5.00
Emotionally Disturbed and Socially Maladjusted	1.00	8.80
Learning Disabled	6.00	14.00
TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF	85.20	91.63

## B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (K-6 Enrollment = 5,174)	1974-75 (K-6 Enrollment = 3,851)
1. Administration		
Principal	7.00	9.00
2. Elementary Special Subjects		
Physical Education	3.00	5.30
Music	--	8.20
3. Instructional		
Grades 1-6	(1-6 Enrollment = 4,432)	(1-6 Enrollment = 3,305)
	161.00	151.93
Kindergarten	(Kdg. Enrollment = 742)	(Kdg. Enrollment = 546)
	14.00	12.00
TOTAL F.T.E. ELEMENTARY PROFESSIONAL STAFF	185.00	186.43

## C. SECONDARY F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (7-12 Enrollment = 5,288)	1974-75 (7-12 Enrollment = 4,606)
1. Administration		
Principal and Asst. Prin.	6.00	5.00
2. Instructional		
Art	14.00	13.40
Business and Office Education	9.60	11.50
Distributive Education	1.60	1.50
English-Speech-Dramatic Arts	51.10	41.60
Foreign Languages	11.20	10.74
Health, Physical Education	20.40	19.60
Home Economics	10.60	10.60
Industrial Arts	16.00	16.60
Mathematics	30.30	25.00
Music	11.10	8.90
Natural Sciences	26.60	26.00
Trade and Industrial	41.40	42.07
Driver's Education	--	2.00
TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF	251.80	238.51
TOTAL F.T.E. PROFESSIONAL STAFF	532.00	516.57

TABLE 10-B.10

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	Eveleth	DIST. #	697
ENROLLMENT AND EXPENDITURE LEVELS	ME	LEX	
ENVIRONMENT TREND	Sharp Decline		

## A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (K-12 Enrollment = 1,963)	1974-75 (K-12 Enrollment = 1,748)
1. Administrative, Supervisory and Special Personnel		
Superintendent	1.00	1.00
Director of Elementary Education	1.00	.50
Director of Athletics	.57	.20
Other Admin., Supv. or Spec. Pers.	.40	—
2. Pupil Personnel Services		
Guidance and Counseling, Secondary	1.24	2.00
Librarian	3.00	3.00
3. Special Education		
Educable Mentally Retarded	.88	1.00
Trainable Mentally Retarded	1.00	1.00
Speech Correction	1.00	1.00
Learning Disabled	3.00	4.00
TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF	13.07	13.70

## B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (K-6 Enrollment = 979)	1974-75 (K-6 Enrollment = 777)
1. Administration		
Principals	1.00	.50
2. Elementary Special Subjects		
Physical Education	—	1.89
Music	1.93	1.68
3. Instructional		
Grades 1-6	(1-6 Enrollment = 857) 32.55	(1-6 Enrollment = 684) 26.00
Kindergarten	(Kdg. Enrollment = 122) 2.00	(Kdg. Enrollment = 93) 2.00
TOTAL F.T.E. ELEMENTARY PROFESSIONAL STAFF	37.48	32.07

## C. SECONDARY F.T.E. PROFESSIONAL STAFF

Classification	1970-71 (7-12 Enrollment = 984)	1974-75 (7-12 Enrollment = 950)
1. Administration		
Principal	2.00	2.00
2. Instructional		
Art	2.45	2.00
Business and Office Education	2.00	1.43
Distributive Education	.60	7.50
English-Speech-Dramatic Arts	7.20	3.74
Foreign Languages	1.15	—
Health, Physical Education	4.57	3.74
Home Economics	1.00	1.12
Industrial Arts	4.60	5.28
Mathematics	5.60	5.40
Music	2.27	1.32
Natural Sciences	5.40	5.40
Social Sciences	6.35	6.70
Driver's Education	.50	.40
TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF	45.69	46.03
TOTAL F.T.E. PROFESSIONAL STAFF	86.24	81.80

TABLE 11-B.11

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	South Koochiching	DIST. #	363
ENROLLMENT AND EXPENDITURE LEVELS	LE	HEX	
ENVIRONMENT TREND	Sharp Decline		

**A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF**

<u>Classification</u>	<u>1970-71</u> <u>(K-12 Enrollment = 488)</u>	<u>1974-75</u> <u>(K-12 Enrollment = 419)</u>
1. <u>Administrative, Supervisory</u> <u>and Special Personnel</u>		
Superintendent	1.00	1.00
2. <u>Pupil Personnel Services</u>		
Librarian	.70	1.00
Remedial Reading	1.00	.50
3. <u>Special Education</u>		
Educable Mentally Retarded	--	1.00
Learning Disabled	--	.50
<b>TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF</b>	<b>2.70</b>	<b>4.00</b>

**B. ELEMENTARY F.T.E. PROFESSIONAL STAFF**

<u>Classification</u>	<u>1970-71</u> <u>(K-6 Enrollment = 236)</u>	<u>1974-75</u> <u>(K-6 Enrollment = 183)</u>
1. <u>Administration</u>		
Principal	Teaching Principal (3 F.T.E.)	.03
2. <u>Elementary Special Subjects</u>		
Music	.17	.63
Elementary Art	.50	.57
3. <u>Instructional</u>		
Grades 1-6	(1-6 Enrollment = 236) 10.00	(1-6 Enrollment = 167) 10.97
Kindergarten	(Kdg. Enrollment = 0) --	(Kdg. Enrollment = 16) .50
<b>TOTAL F.T.E. ELEMENTARY PROFESSIONAL STAFF</b>	<b>10.67</b>	<b>12.70</b>

**C. SECONDARY F.T.E. PROFESSIONAL STAFF**

<u>Classification</u>	<u>1970-71</u> <u>(7-12 Enrollment = 252)</u>	<u>1974-75</u> <u>(7-12 Enrollment = 236)</u>
1. <u>Administration</u>		
Principals	.40	1.14
2. <u>Instructional</u>		
Agriculture	1.00	1.00
Art	.50	.32
Business and Office Education	1.88	1.65
English-Speech-Dramatic Arts	1.50	4.00
Health, Physical Education	1.34	1.13
Home Economics	.56	.84
Industrial Arts	.86	1.00
Mathematics	1.80	1.77
Music	2.35	.38
Natural Sciences	1.80	1.79
Social Sciences	2.35	2.36
Driver's Education	--	.14
Grades 7 and 8	2.00	--
<b>TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF</b>	<b>18.74</b>	<b>17.52</b>
<b>TOTAL F.T.E. PROFESSIONAL STAFF</b>	<b>32.11</b>	<b>34.22</b>

TABLE 12-B.12

1970-71 and 1974-75 Professional Certificated Staff  
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT	Minnesota	DIST. #	414
ENROLLMENT AND EXPENDITURE LEVELS	LE	LEX	
ENVIRONMENT TREND	Sharp Decline		

**A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF**

<u>Classification</u>	1970-71 (K-12 Enrollment = 842)	1974-75 (K-12 Enrollment = 671)
1. <u>Administrative, Supervisory and Special Personnel</u> Superintendent	1.00	1.00
2. <u>Pupil Personnel Services</u> Guidance and Counseling, Secondary	.20	.07
Remedial Reading	--	1.00
3. <u>Special Education</u> Educable Mentally Retarded	1.00	--
Speech Correction	--	.60
4. <u>Special Subjects</u> Music	.50	--
<b>TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF</b>	<b>1.20</b>	<b>2.67</b>

**B. ELEMENTARY F.T.E. PROFESSIONAL STAFF**

<u>Classification</u>	1970-71 (K-6 Enrollment = 370)	1974-75 (K-6 Enrollment = 258)
1. <u>Administration</u> Principal	.50	1.00
2. <u>Elementary Special Subjects</u> Music	.80	.50
3. <u>Instructional</u> Grades 1-6	(1-6 Enrollment = 307) 12.10	(1-6 Enrollment = 206) 9.00
Kindergarten	(Kdg. Enrollment = 63) 1.50	(Kdg. Enrollment = 52) 1.00
<b>TOTAL F.T.E. ELEMENTARY PROFESSIONAL STAFF</b>	<b>14.90</b>	<b>11.50</b>

**C. SECONDARY F.T.E. PROFESSIONAL STAFF**

<u>Classification</u>	1970-71 (7-12 Enrollment = 472)	1974-75 (7-12 Enrollment = 409)
1. <u>Administration</u> Principal and Asst. Prin.	.71	1.00
2. <u>Instructional</u> Agriculture	1.00	1.00
Art	1.00	1.00
Business and Office Education	1.40	1.00
English-Speech-Dramatic Arts	3.80	4.54
Foreign Languages	.60	.60
Health, Physical Education	2.08	1.31
Home Economics	1.00	2.00
Industrial Arts	1.24	2.02
Mathematics	3.20	1.34
Music	.70	1.50
Natural Sciences	2.60	2.00
Social Sciences	3.29	3.34
Driver's Education	--	.17
<b>TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF</b>	<b>22.62</b>	<b>21.82</b>
<b>TOTAL F.T.E. PROFESSIONAL STAFF</b>	<b>38.72</b>	<b>35.90</b>



THE EDUCATIONAL PROCESS, STUDENT  
ACHIEVEMENT AND CLASS SIZE

*Introduction*

People who govern and manage schools are vitally interested in determining the degree and direction of the relationship between class size, student achievement, and the educational process. It will be the threefold purpose of this paper to explore the class size issue, review significant research, and present conclusions based on research results.

Both educators and lay people seem to espouse the common belief that small classes increase student achievement; improve student morale and social adjustment; enhance teacher morale; and, allow for flexible methods for instruction. The validity of such beliefs has been limited by research and practical considerations. Making related decisions in school policy-making controversial.

Research has failed to consistently confirm the benefits of small classes because of five major weaknesses.

First, class size has been variously defined and measured, complicating statistical analysis and reducing comparability among studies. The NEA (1965: 7) characterizes a class as "the number of pupils for whom a teacher is responsible in a self-contained classroom." Ross and McKenna (1955: 3) define a class as "...any group of students scheduled to meet regularly for all or a definite fraction of a school day with one particular part of the school's curriculum" (1955: 3). Teacher-pupil ratio, used as a proxy for class size, is the number of certified full-time teachers divided into the number of regularly enrolled pupils in ADA, either at the building or the district level. This ratio is difficult to measure, however, because of the increased use of paraprofessionals and educational specialists. Measures of Administrative Intensity (ratio of administrators to teachers), and the Professional Support Component (ratio of professional support staff to classroom teachers) are attempts to account for added personnel, but such measures further complicate the relationship between class size and educational output (Bidwell and Kasarda, 1975). The numerical staff adequacy measure (NSA), developed by McKenna in 1955, avoids separate measures and simply ascertains the number of professionals of all kinds employed per 1,000 pupils.

Secondly, researchers disagree in the perception of "small" and "large." Classes from ten to twenty pupils have been labeled small, while classes from twenty-five to 125 have been termed large. Such broad differences reduce comparability among studies.

Third, comparability among studies is limited by differences in the dependent variables, ranging from student performance on a standardized achievement test to scores on a teacher-developed class examination.

Fourth, educational innovations such as individually guided education, computer assisted instruction, and altered staffing patterns increase the difficulty of determining the impact of class size, and may even alter optimum class size needs. The nature of the subject/course under study may have a similar impact as educational innovations.

Fifth, if Boocock (1972) is correct in noting a bias in favor of small classes, studies of "atmospheric conditions" such as pupil and teacher morale may be suspect. Such studies depend on experimenter or observer impressions of the classroom setting.

Practical considerations in how many teachers are employed or how many classrooms are utilized is dependent upon the fiscal resources of the state and local school district. In the last analysis, class size is dependent variable influenced by a complex web of educational organizational, fiscal and environmental factors.

### *Review of the Literature*

Research prior to 1950 primarily focused on the relationship between class size and pupil achievement or promotion. Lindbloom observes, "In more recent years, there has been a focus on 'desirable classroom conditions' and 'teaching process' criterion variables which have in many cases replaced 'pupil achievement' (1970: 16)." The following literature review summarizes studies which focus on both educational achievement and the educational process as dependent variables.

#### *Class Size and Educational Achievement*

In 1954, Blake studied the bulk of class size research done since the beginning of the century. Of the 267 documents reviewed, 182 were eliminated because they were not based on some kind of research effort; did not use class size as the number of pupils assigned to one teacher for a period of time; studied factors other than class size; or, did not apply to elementary or secondary schools. Of the remaining 85 studies, 35 reported smaller classes to be advantageous; 18 concluded that larger classes were advantageous; and 32 concluded that there was no significant difference between larger and smaller classes.

Blake then evaluated each of the 85 studies according to experimenter control, sample adequacy, adequacy of independent and dependent variables, rigor of data analysis, and appropriateness of the conclusions. Only 22 of the 85 studies received positive evaluations. Within this smaller group, 16 favored smaller classes, three favored larger classes, and three reported inconclusive results.

Examples of studies using educational achievement as the dependent variable are described more thoroughly below.

Smith (1930) examined ninth grade English students in groups of 20 and 50, matched according to several characteristics. He found no difference in several skill areas although large classes performed better in spelling, reading literature, amount of work completed and "high pitch of enthusiasm," while small classes performed better in library methods, letter writing and causing less emotional strain on teachers.

Cunningham (1932), Pertsch (1943) and Anderson (1950; 1963) examined groups of students in specific subject areas. Small class size was significantly related to student achievement only in the 1963 Anderson study. All of the studies contained methodological weaknesses, however. In some cases, standardized tests weren't utilized; the populations were not sampled randomly; or, class sizes of the 40 and 80 were used as exemplars of small and large classes, respectively.

Spitzer (1954) used third and sixth graders in an examination of class size and student achievement. The Iowa Test of Basic Skills was the dependent variable. Using four areas of study, he concluded that small classes (fewer than 26) or large classes (thirty or more) were not factors in achievement.

Warburton (1961) attempted a similar comparison but with much larger groups. His study focused on twelfth grade English skills for groups of 100+ and 30-35 students. In reading, composition, and listening, the larger group was superior.

Johnson and Scriven (1967) in a large study of 7,500 grade 7 and 8 students in English and mathematics classes with the Iowa Tests found that size had only an inconsistent effect on academic gains. This held true even when extreme groups (25 or fewer and 33+) were compared.

A study of first grade students by Frymier (1964) controlled for sex, age, and perceptual and auditory handicaps. Small classes (-30) made significant gains over large classes (36+). He observed, "There seems to be clear evidence here that class size influenced reading achievement for these first grade students" (1964: 93).

Woodson (1968) looked at class size effects on pupil achievement for 95 school systems. He examined whether there was a relationship between size and achievement of pupils in a particular district, whether such relationships are the same for pupils of different academic ability, whether the size achievement relationships are the same for various subject areas, and whether size-achievement relationships are the same for different sized districts. He also pursued the question of longitudinal (grade to grade) size achievement relationships.

Woodson defined classes of 22 or less as small and 27 or more as large, and concluded that there was a small inverse relationship between achievement and class size. Specifically, he observed that small classes are related to higher achievement on reading and arithmetic tests. This slight inverse relationship becomes smaller as student ability levels increase.

Jencks (1972) reanalyzed the data in the Coleman Report (1966). He looked at three measures of class size: The ratio of total enrollment to the number of full-time equivalent teachers reported by the principal, the ratio of total enrollment to the number of classrooms reported by the principal, and the average class size reported by the teachers (97).

Jencks found that 98 percent of the schools averaged between 20 and 36 children per class, with small differences between schools according to the racial and socio-economic background of the student population.

Jencks observed a limited relationship between class size and student achievement, although this relationship disappeared within districts and was halved when schools were matched according to the mean for grade one nonverbal test scores and socio-economic level of the student population. Jencks wrote, "Eliminating one child from the average class was associated with between one and six days of verbal overachievement, thus schools with classes of twenty scored from two weeks to three months above schools with classes of thirty-six. The differences for reading and math scores were much smaller and were not consistently positive" (1972: 98). Using eleven-year olds as an example, Jencks added that if schools halved their class sizes, thus doubling their costs, achievement would be accelerated only by a month or two.

Bidwell and Kasarda (1975) looked at the relationship between district level variables and student achievement measures for all districts in Colorado. They concluded that large teacher-pupil ratios were related to declines in achievement scores:

. . .our results for pupil-teacher ratios suggest the need for further attention to the per pupil availability of teachers and to the ways in which teachers and teachers' time are allocated among students, in studies at the school as well as at the district level (1975: 69).

Furno and Collins (1967) studied the relationship between class size and the achievement of both mainstream and limited ability students in mathematics and reading. The base population included 16,449 Baltimore pupils enrolled in grade three in 1959. Students were categorized by race, assignment to regular or special education classes, residence, parental achievement, reading scores, mathematics scores, years of faculty experience, teacher examination scores, and percent of non-white faculty. Classes were grouped according to four size categories: 1-25, 26-31, 32-37, and 38+. The authors concluded:

° Students in the regular curriculum and in smaller classes made significantly greater gains in pupil achievement (on both standardized reading and arithmetic tests) over the five-year period (1959-64) in 188 comparisons to 55 for students in larger classes--a 3.4 to 1 ratio in favor of smaller over larger classes. These results were attained even though, in most instances, the pupils in larger classes benefited more significantly from such favorable supporting characteristics as parental education, faculty knowledge, and faculty teaching experience. When pupil achievement is analyzed separately for reading and arithmetic, the results were as follows: (a) With respect to reading, the students in the smaller classes made significantly greater gains in reading over the five-year period (1959-64) in 92 comparisons to 26 for students in larger classes--a 3.5 to 1 ratio; and (b) With respect to arithmetic, the students in the smaller classes made significantly greater gains in arithmetic over the five-year period (1959-64) in 96 comparisons to 29 for students in larger classes--a 3.3 to 1 ratio.

° The most important findings of this study relates to the smallest class size grouping (1-25 students). Out of 192 comparisons, pupils in the smallest class size grouping made significantly greater gains in pupil achievement than those in larger classes in a ratio of 7.3 to 1. Stated differently, 117 comparisons (61 percent) favored pupils in the smallest class size grouping (1-25), 16 comparisons (8 percent) favored pupils in larger classes, and 59 comparisons (31 percent) showed no significant differences favoring either smaller or larger classes. Also, it should be noted that smaller classes made these significant gains in reading and arithmetic achievement despite the fact that the pupils in smaller classes benefit significantly more from such supporting characteristics as parental education, faculty knowledge, and faculty experience in only 32 percent of the comparisons.

° The advantages of the smallest class size (1-25) were considerably more productive for non-white students than for white students. In 96 group comparisons, non-white pupils in the smallest classes made significantly greater gains in reading and arithmetic over these in larger classes by a ratio of 21.3 to 1. Stated differently, out of 96 comparisons, non-white students



in smaller classes made significantly greater gains in achievement in 64 comparisons (66 percent), non-white students in larger classes made significantly greater gains in achievement in 3 comparisons (3 percent), and 29 comparisons (30 percent) favored neither non-white students in larger nor in smaller classes. Again it should be pointed out that the non-white students in smaller classes benefited significantly more from such favorable supporting characteristics as previously enumerated in only 20 percent of the comparisons.

- Students in the special education curriculum and in smaller classes made significantly greater gains in pupil achievement (on both standardized reading and arithmetic tests) over the five-year period (1959-64) in 38 comparisons to 3 for students in larger classes--a 12.7 to 1 ratio favoring smaller over larger classes. When pupil achievement is analyzed separately for reading and arithmetic, the results were as follows: (a) with respect to reading, the special education students in smaller classes made significantly greater gains in reading over the five-year period (1959-64) in 18 comparisons to 2 for students in larger classes--a 9 to 1 ratio favoring smaller over larger classes; and, (b) with respect to arithmetic, the special education students in smaller classes made significantly greater gains in arithmetic achievement over the five-year period (1959-64) in 20 comparisons to 1 for those special education students in larger classes--a 20 to 1 ratio favoring smaller over larger classes (1967: 142-3).

The Baltimore study is significant because it is longitudinal and controls for a large number of variables.

Notwithstanding the findings of the Baltimore study, research relating class size to educational achievement generally has been contradictory and inconclusive. The President's Commission on School Finance was compelled to comment, "Despite diligent searches and widespread opinion to the contrary, the Commission finds no research evidence that demonstrates improved student achievement resulting from decreasing pupil-teacher ratios" (1972).

### *Class Size and the Educational Process*

There are early studies which demonstrate that smaller classes were related to improved attendance, pupil behavior, and teacher morale (Baker, 1936 and Lundberg, 1947). Newell examined class size and educational adaptability and found that teachers of smaller classes invent more new teaching practices, and such practices are more often found in smaller than larger classrooms (1943). Richman (1955) followed up on this study with consistent findings. He also uncovered a methodological lag in the adjustment of teachers moving from large to smaller classes. If teachers were prepared for such changes, the teaching methodology changed more quickly. The question of bias which Boocock raised seems quite relevant in evaluating these studies.

Whitsitt (1955) studied thirty-nine large classes (30 or more students) and forty small classes (under 25) in Social Studies and English. He observed more individualization, greater variation in course content, more student planning, and more positive human relations in small as compared to large classes.

Otto (1954) and his colleagues studied instructional methods, curriculum design, instructional equipment, individual differences, and physical environment in fifty small (under 25) and large (35 or more) elementary classrooms. They concluded that the total educational environment and program for children appear to be somewhat better in small classes than in large classes but that differences are not significant (1954: 145).

Richmond (1955) examined 62 teaching practices in middle elementary grades and found that "desirable" practices which attenuate when class size is increased are present when class size is reduced. He also found that teachers of small classes were more responsive to children's needs.

Pugh (1965) visited 180 different classrooms and concluded that small classes were preferable to large classes in terms of small group activity, individual instruction, and a variety of activities. Bias may have influenced the observation process, however.

McKenna and Pugh (1964) observed that only 43 percent of the instruction in classes of twenty or less was "mass-oriented" as opposed to a larger percentage in classes of thirty or more.

Coble (1968) used the Indicators of Quality instrument to observe over 4,000 elementary and secondary classrooms. The instrument measures the degree of individualization, group activity, interpersonal regard, and creativity. Coble observed that as class size increased, quality scores decreased. Elementary and secondary classes with fewer than fifteen pupils received the highest quality scores. A replication by Olson (1970) yielded similar results.

Finally, a large body of small group research (Weick, 1969; Bales, 1957, etc.) delineates group process factors and their impact on the compacity of variously sized groups to function in different kinds of tasks. While class size may remain large, students may be grouped in various sizes which are suitable for different tasks. Boocock states, ". . . while teachers and school systems can probably do little to change the size of the class as a whole, the small group literature offers an number of suggestions on optimum group size. . . for various learning activities (1972: 158).



## *Conclusions*

The following conclusions stem from the literature and may suggest directions for policy alternatives.

1. The results of research on class size (teacher-pupil ratio at the building level) are decidedly mixed. There does not appear to be a firm conclusion based on consensus from many investigations.
2. Most people believe that small classes offer more academic and related advantages than do larger classes.
3. Staff-pupil ratio is, in a general way, an expansive measure of class size and teacher-pupil ratios.
4. Class size is influenced by such factors as fiscal and physical resources at the district level.
5. In the future, staff salaries will continue to constitute the largest portion of the school district's expense.
6. Increased technological capacity and innovative programs may reduce reliance on the teaching staff to some degree.

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THE RELATIONSHIP BETWEEN  
THE COST AND QUALITY OF  
EDUCATION

*Introduction*

Since 1960, national expenditures for education have increased at the rate of ten percent per year (Reischauer and Hartman, p. 17). As enrollments are declining and educational costs are increasing, taxpayers are demanding educational and fiscal accountability at the local school district level.

In response to such demands, researchers have attempted to identify significant cost-quality relationships in education by specifying school resources, or inputs, which yield the highest level of student achievement, or output.

It will be the purpose of this paper to describe the input-output approach used by researchers and to review relevant literature, highlighting research results which hold implications for educational policy making.

*The Input-Output Approach*

Research using the input-output approach attempts to identify the extent to which each educational input contributes to desired educational outcomes. Current research is characterized by at least three major difficulties, however.

First, student learning is affected by personal, family, peer, and community characteristics in addition to school inputs, making it more difficult to isolate the specific degree of influence exerted by a single school resource. Moreover, extraneous variables are often difficult to control in natural situations and yield "averaged out" results when measured in the form of aggregate data.

Second, measures of educational achievement outcomes are inadequate. Cognitive measures such as standardized tests evaluate a limited number of educational objectives and emphasize lower level cognitive operations. Non-cognitive measures are virtually ignored.

Finally, research results may fail to influence educational policy making if recommended inputs are economically prohibitive.

### *Review of the Literature*

The review of the literature contains three sections: The first section summarizes the controversial Coleman report as well as five studies which utilize or replicate Coleman's data: Section two contains sixteen additional studies examining various cost-quality relationships: Section three is comprised of two comprehensive literature reviews which summarize the results of cost-quality research.

#### *The Coleman Report and Related Research Studies*

Few studies have stimulated more discussion and research than the Equality of Educational Opportunity Survey (EEOS) conducted in 1966 for the United States Office of Education (USOE) by James S. Coleman. Coleman wished to determine the relative impact on achievement of various school and non-school inputs which includes per pupil expenditures, variations in facilities and curriculum, teacher verbal ability, and socioeconomic background of the student body. The sample size was 645,000 students from 3,500 schools nationwide. Achievement was measured by the students' performance on a standardized verbal achievement test. Other data were obtained from questionnaires completed by students, principals, and school superintendents (Miller, 1972, p. 251-253).

The Coleman study produced three major conclusions: (1) School facilities and curriculum do not significantly contribute to variations in student achievement; (2) While no school factors account for much variation in achievement, teacher characteristics, e.g., verbal ability, account for more variation than do others; and (3) The social composition of the student body is more highly related to achievement than is any other factor (Winkler, 1972; 1973, p. 13).

The Coleman study has been subject to substantial criticism. First, the data analysis failed to separate the combined influences of the home and school environments. This failing is significant since the two environments are highly correlated; i.e., a student from a poor home environment is likely to have a poor school environment.

Second, the data did not account for variances in per pupil expenditures within a school district or within a school building. Coleman assumed that all students within a given district were educated with the same amount of dollars.

Third, the impact of the school environment was understated since it was measured at only one point in time. The impact upon the student of earlier experiences in school was totally ignored.



Other criticisms focus on Coleman's failure to include large districts in the survey; the intermingled use of both school building and school district data; and, the limited range of variables used to measure school programs (Winkler, 1972; 1973, p. 14; Miller, 1972, p. 251-253).

Five studies have reanalyzed part or all of the Coleman report data. Christopher Jencks used the EEOS data for urban, non-southern sixth graders to examine the relationship between school service variables and pupil achievement, as measured by the verbal test, while holding backgrounds constant. Jencks also ranked EEOS elementary schools, as a measure of quality or effectiveness, on the basis of what proportion of students entered with low achievement or readiness test scores as compared to those who finished sixth grade with high test scores. He then compared students in the most effective fifth of all elementary schools with students from the least effective fifth, matching socio-economic and racial backgrounds.

Four major conclusions resulted: (1) There is no significant relationship between the physical condition of the school building and student achievement; (2) Increasing the length of the school year, adding a library to a school, and having an adequate number of textbooks or newer textbooks, seem to be negatively related to student achievement in this study; (3) Student achievement is most significantly affected by teacher education and preparation which may, however, have only a weak relationship to salaries per pupil (Miller, 1972, p. 256-258); and (4) There is only a ten point difference in test scores between students in the top fifth versus the bottom fifth of elementary schools. Hence, equalizing the quality of education cannot be expected to reduce social inequality. More specifically, spending on schools as they are presently structured; spending on preschool programs and compensatory education; and desegregation of ghettoized children will not significantly reduce inequality among Americans (Branscombe, 1972; 1973, p. 26).

Harvard professor Samuel Bowles subjected a portion of the Coleman Report data to reanalysis, trying to avoid the report's statistical pitfalls. All the criticisms of the data in Coleman's study, of course, still apply to this study. School variables found significantly related to students' achievement are teachers' verbal ability, science laboratory facilities (seen as a proxy for school facilities in general), time spent by teachers in guidance activities, and the number of days school is in session. In general, it appears that a uniform improvement of ten percent in all school inputs would raise pupil achievement by five to seven percent (Miller, 1972, p. 253-254).

A third analysis of the Coleman Report was performed by Stephen Michelson of the Harvard School of Education. Michelson studied the data of sixth grade students in a single large eastern city who had attended the same school throughout their

educational career. Since the data were collected near the beginning of the school year, the attributes of the fourth and fifth grade teachers were used as explanatory variables. Michelson concluded that some gains in achievement can be attained by redistributing teacher resources. If teachers are distributed evenly according to teacher test scores, nine percent of the achievement gap between black and white children could be closed. If teachers with the highest test scores were assigned to black students, the gap would be reduced by twenty-eight percent. Michelson implies that more effective use of existing educational resources could increase educational outputs (Miller, 1972, p. 254-255).

James Guthrie, professor at the University of California at Berkeley, and his colleagues reexamined the correlation between school input measures and student test scores for a sample of Michigan students included in the EEOS. Controlling for socioeconomic status, six variables were shown to be significantly related to verbal achievement scores for at least half the socioeconomic groups: building age, library volumes per student, enrollment size of school, classrooms per 1,000 students, teacher attitudes, and teacher verbal ability (Winkler, 1972, p. 14). Student achievement scores in reading, mathematics and verbal ability were positively related to school site size, library volumes per student, classrooms per student, teacher experience, and teacher verbal ability; and negatively related to building age, percentage of makeshift classrooms, school enrollment, and percentage of students transferring (Miller, 1972, p. 255-256).

Finally, a reanalysis of the Coleman data by Harvard professors Frederic Mosteller and Daniel Moynihan affirmed Coleman's claim that family background is the most significant determinant of student achievement (Winkler, 1972; 1973, p. 14).

#### *Other Research Studies*

A significant amount of research has been performed independent of the Coleman study. Of the sixteen studies reviewed below, six focus on elementary students, four on secondary students, and six on students in more than one level.

Elementary Level Research Studies. In 1967 Heim and Perl conducted a study of third and sixth grade students from sixty-three school districts in New York state. Input data included personnel, family, and school variables not amenable to policy control, and staff and pedagogy related variables amenable to policy control. Output data consisted of the reading and arithmetic test scores for third and sixth grade pupils. The specific variables measured are listed below:

I. Educational Inputs Not Amenable to Policy Control:

Student socioeconomic status  
Student I.Q.  
Racial composition of the school district  
Student absentee rate  
School district size  
Previous performance levels of students  
District location (rural and not rural)

II. Educational Inputs Amenable to Policy Control:

A. Staff-related

Teachers: degree status (B.A., M.A. or other)  
experience  
class size  
Principals: degree status  
total years experience in education  
years of experience as a principal  
number of principals per 1,000 students

Other administrators and supervisors at the school and district level, including the district superintendent, were examined according to the same variables as were the principals.

B. Pedagogy-related

Programmed learning	Curriculum innovations
Independent Study	Performing arts programs
Television teaching	Interpersonal relations programs
Non-graded school	Textbook expenditures per pupil
In-service teacher education	Supplies and materials
Pre-kindergarten	Expenditures per pupil
Modular scheduling	Equipment expenditures per pupil
Experimental or advanced classes	

(Heim and Perl, 1974, p. 15)

The district was used as the unit of observation. The results revealed the following:

(1) Of those input variables beyond the control of the district, socioeconomic level, race and rural background were all systematically related to students' reading achievement levels. Specifically, student achievement was lower, all other things being equal, if the students were of low socioeconomic status, non-white, or rural. The findings also indicate that reading performance at the early elementary level affected reading performance at the late elementary level.

(2) Of those input variables within the control of the district, teacher variables had the greatest impact upon reading achievement. At the early elementary level, the concentration of teachers as determined by class size was significantly related to reading achievement; the smaller the class size, the greater the reading achievement scores. Teacher degree status and teacher experience had no systematic effect at this level. At the late elementary level, teacher degree status was most strongly related to reading achievement. Class size had a limited impact, and teaching experience a negligible impact upon reading achievement levels (Heim and Perl, 1974, p. 18).

Of the administrative supervisory variables studied, only the principal's level of education was related to differences in student achievement levels, and that relationship held true only in the late primary grades. Of the pedagogical variables examined, the existence of performing arts programs at the early and late elementary levels was positively related to success in reading. The effect of curricular innovations was positive but small. The effect upon reading achievement of some pedagogical techniques and practices, including the use of open circuit television and programmed learning, was negative (Heim and Perl, 1974, p. 18-19).

The findings of the arithmetic area are similar to those reported above for reading (Heim and Perl, 1974, p. 19).

Martin Katzman, a School of Education economist from Sao Paulo, Brazil, did a cross-sectional study of fifty-six school districts in the Boston area to assess the influence of home and school environmental factors on the achievement of second through sixth grade students. Gains in reading scores were shown to be significantly related in a positive direction to the percentage of teachers with one to ten years of experience, and in a negative direction to district size and the percentage of students in crowded classrooms. The percentage of teachers with M.A. degrees and the percentage of annual teacher turnover were not significantly related to gains in reading scores (Winkler, 1972; 1973, p. 15).

Hanushek related the third grade reading test scores of white children from blue and white collar backgrounds with various school inputs. The study failed to measure school facilities or class size, but did discover a statistically significant relationship between student reading test scores and teacher verbal ability (Winkler, 1972; 1973, p. 16).

Benson examined 1962-63 California Reading Comprehension Test scores for fifth graders from 249 California school districts

in relationship to published information regarding the school inputs and socioeconomic characteristics of each district. Benson concluded that teacher experience and training as reflected by salary figures is positively related to pupil achievement.

In a study of sixth graders in predominantly white or black northern metropolitan schools, Hanushek found a significant, positive relationship between the experience and verbal ability of teachers and student performance on verbal achievement tests. Hanushek charged unreliability of information provided by principals as a reason for not finding a similar relationship between school facility and curriculum variables and student achievement (Winkler, 1972; 1973, p.14).

Finally, Stanford professor Henry Levin studied the achievement of white sixth grade students from thirty-six schools in a northeastern city. Levin discovered statistically significant relationships between student achievement and two input variables, teacher experience and quality of teacher undergraduate institutions. Two other variables, rate of teacher turnover and number of library volumes per student, were not related to student achievement.

Secondary Level Research Studies. Heim and Perl conducted a study of 1960 seniors drawn from a sample of 1,000 American high schools. Input variables included two sociological variables, family education and family income, and various school organization and staff variables. The following conclusions were reached: (1) Family background is an important determinant of ability; (2) Teacher verbal ability, starting salary, and percent of teacher time spent in his or her area of specialization are positively and significantly related to student performance; (3) Teacher degree status, percent of time in area of specialization, and percent of male teachers are positively and significantly related to student quantitative ability; and (4) Teacher experience, teacher certification by the state, class size, and length of school year are unrelated to student verbal or mathematics performance levels (Heim and Perl, 1974, p. 23-24).

The above research has been criticized because Heim and Perl failed to control for the entry level abilities of students, and assumed school inputs to be identical for all students from the same school.

Working independently, Perl examined the USOE Project Talent data for 3,000 twelfth grade students in 840 schools to determine the relationship between school inputs and student verbal test scores. In a two part analysis, Perl defined inputs first as total school expenditures per student, and later as specific types of school resources.



The results indicate that achievement and expenditures per pupil are significantly related, especially when such expenditures are used to reduce class size, and to increase the starting salary of teachers, the amount of time a teacher spends in his or her area of specialization, the number of teachers with M.A. degrees, and the number of library books (Winkler, 1972; 1973, p. 15). Increasing the number of teachers with M.A. degrees alone can increase student achievement by ten to fifteen percent (Miller, 1972, p. 259).

Jencks compared the ninth and twelfth grade scores of students in six tests taken from the Project Talent battery of forty-nine tests. Unlike Perl, Jencks concluded that student achievement is not significantly related to school variables and that achievement would not be greatly enhanced even if a school doubled its per pupil expenditures.

Using a sample of black and white eighth grade students from Richmond, California, Donald R. Winkler investigated the relationships between the change in verbal test scores between grades one and eight, and the home and school inputs received during those years. Although the results vary somewhat according to student characteristics, three teacher characteristics, salary, experience, and quality of undergraduate institution, were significantly related to student verbal achievement. Changes in the student/teacher ratio, the annual rate of teacher turnover, expenditures on school administration, or the number of credits earned by teachers beyond the B.A. degree, were not significantly related to student achievement (Winkler, 1972;1973, p. 15).

Multilevel Research Studies. Summers and Wolfe studied the relationship between the use of resources in the Philadelphia public schools and the achievement growth of elementary, junior and senior high school students. They concluded that school resources, when properly targeted, can have a significant impact upon student achievement. The following specific relationships were isolated: (1) Smaller elementary and senior high classes increase learning. At any level, classes over a certain size reduce learning; and (2) Students with handicaps associated with race, income deprivation, or limited ability can best be helped by experienced teachers with highly-rated college backgrounds.

Several school inputs were not significantly related to student achievement, however, including school facilities (amount of playground space, size of science laboratories, and age and condition of school building); measurable characteristics of the principal; and teacher degree status and performance on the National Teachers' Examination (Summers and Wolfe, 1975).

In order to assess the cost benefits of compensatory education programs, Thomas I. Ribich analyzed the Project Talent data of

male students ranking in the lower twenty percent of the Project Talent Index of Socioeconomic Status, excluding students from the South and from large cities to insure comparability. After comparing the achievement test scores of students from schools with differing per pupil expenditures, Ribich concluded that, at 1960 spending levels, an increase of \$100 per pupil expenditures is equivalent to six to eight weeks of additional schooling. The benefits of increased per pupil spending are greatest in schools which have previously expended the least, however (Miller, 1972, p. 251).

Herbert J. Kissling studied a sample of participants in the Quality Measurement Program, stratified by grade, socioeconomic class and size of district. He examined the relationship between the average achievement of students from each district, partitioned by grade and socioeconomic level, and three resource inputs: average pupil intelligence as measured by an I.Q. test; school district size; and annual per pupil expenditures. Kissling concluded that the relationships between school district expenditures and student performance is strongest for students in the lower grades from a middle socioeconomic background enrolled in a large school district (Miller, 1972, p. 251).

Economists O'Neill, Gray and Horowitz examined the effects of equalizing expenditures among schools within a District of Columbia school district. They found that the quality of education is most equalized when the low spending districts utilize additional funds to reduce class size and attract experienced teachers. Teacher productivity levels off after seven years of experience, however (Miller, 1972, p. 258-259).

Firman compared high and low quality schools and found that high quality schools expend more dollars per student; spend twenty-five percent more for instructional purposes; have five more professionals per 1,000 pupils; and employ a younger, more educated, better traveled, and less place-bound staff (Firman, 1963, p. 107-108).

Finally, the Pennsylvania studies headed by Professor Mort of Columbia University revealed that, with no discernible point of diminishing return, expenditures per pupil, average teacher salary, and pupil-teacher ratio all contribute to increased educational quality. Increased spending, in particular, is used to develop new educational opportunities (Swanson, 1967, p. 160).

### *Literature Reviews*

Averch, Harvey et al reviewed eighteen large and small scale studies designed to determine the impact of school resources upon student achievement in light of other background factors. Although the studies reviewed were poor predictors



of student outcomes, seldom achieving even fifteen to twenty percent accuracy (Averch, 1971, p. 44), the authors did derive the following conclusions:

- Background factors are important determinants of educational outcomes, especially the socioeconomic status of the student's family and community.

- Most studies have failed to conclusively demonstrate that class size, teacher experience, and teacher degree status are significantly related to student performance outcomes (Averch, 1971, p. 48).

- With the possible exception of the 1968 Follow Through Program, Head Start and other Title I programs did not significantly influence the educational progress of children from disadvantaged environments. Resources characteristic of such programs included small class sizes, additional instructional personnel, individualized instruction, and extensive use of audiovisual equipment (Averch, 1971, p. 102).

- Most funded compensatory education programs such as Computer Assisted Instruction, Early Child Stimulation Through Parent Education, and prekindergarten programs, have not accomplished large, long-term gains in the performance of target children (Averch, 1971, p. 125).

- A few highly structured intervention programs have produced short run gains in pupil cognitive performance but those gains subside in two or three years unless reinforced.

- Using 1971 monetary values, the cost of successful intervention programs is \$200 and over, although the level of funding is not a sufficient condition for success. Educational expenditures can be redirected and even reduced without reducing effectiveness (Averch, 1971, p. 155-156).

- Improvement in both cognitive and non-cognitive student outcomes may require sweeping changes in the organization, structure and conduct of educational experiences (Averch, 1971, p. 158).

Heim and Perl's literature review consists of studies performed between 1960 and 1971 which examine the impact of various policy inputs on education. They distinguish "policy inputs," which are manipulable, from "fixed inputs," which are nonmanipulable. Their conclusions regarding specific policy inputs are as follows:

- School size was found to be significantly related to student performance in only thirty percent of the studies reviewed, and appears to be neither an asset nor a liability. Extremely large or small districts were not studied in sufficient numbers of insure the applicability of findings to those districts (Heim and Perl, 1974, p. 10).

- Eighty-three percent of the studies that examined the relationship between teacher degree status and student achievement found a strong positive correlation (Heim and Perl, 1974, p. 11).

- Of twenty-three studies, teacher experience was significantly related to student cognitive performance only fifty-seven percent of the time. Teacher experience may be more strongly related to the non-cognitive development of students, however (Heim and Perl, 1974, p. 11).

- Socioeconomic status of the teacher, measured by the educational level of the teacher's parents, and verbal ability, used as a proxy for both socioeconomic background and intelligence, were significantly related to both the cognitive and non-cognitive performance levels of students. (Heim and Perl, 1974, p. 12).

- Class size, or pupil/teacher ratio, was found to be significantly related to student performance in only thirty-seven percent of the studies reviewed (Heim and Perl, 1974, p. 12).

- Quality of administrative and supervisory personnel, as indicated by their salary level, is somewhat related to student achievement. Quantity of administrative and supervisory personnel, as indicated by number of employed per 1,000 pupils, is not systematically related to student achievement (Heim and Perl, 1974, p. 12).

- Fragmentary evidence indicates that educational television and programmed learning are suitable methods of substituting technology for manpower if used among college-bound students at the secondary level. The widespread applicability of such technologies is questionable (Heim and Perl, 1974, p. 13).

### *Conclusion*

Despite the theoretical soundness of the input-output approach in studying the cost/benefits of educational resources, current research is inadequate. The inability of researchers to separate school from other environmental inputs; the use of inadequate measures of student cognitive abilities; and, the failure to consider non-cognitive behaviors of students lessen the impact of research results.

Nevertheless, the studies reviewed provide some indication of the following school resources which may give a significant impact upon student performance outcomes.

Teacher characteristics seem to have a greater impact on student performance than any other school resource. Characteristics which most consistently had a significant relationship to student achievement include teacher experience, verbal ability, quality of undergraduate institution, starting salary, and percent of time spent in area of specialization. Teacher degree status was significantly related to student achievement in five studies, but was only somewhat or negligibly related in five other studies.

A variable which relates to teacher characteristics, the student/teacher ratio or class size was significantly related to student achievement in seven studies; somewhat related in one study; and unrelated in two studies.

With the possible exception of number of library books per student and the age of the school building, school facilities seem to have a negligible impact upon student performance.

Although increased spending cannot insure increases in student achievement, the level of per pupil expenditures was shown to be significantly related to student achievement in four studies, as opposed to two studies in which a moderate relationship existed and one study in which the relationship was negligible. Researchers note that increased spending is most effective when previous per pupil expenditures have been low, or when spending is used to increase school resources which in themselves have a strong influence upon student performance.

The following table summarizes the research findings relative to the impact of school resources upon student cognitive performance outcomes.

Insert Table 1 About Here

TABLE I

SCHOOL INPUT	NUMBER OF STUDIES INDICATING A RELATIONSHIP TO STUDENT COGNITIVE PERFORMANCE		
	Significant Relationship	Somewhat Related	Little, no or Unclear Relationship
<u>District Characteristics</u>			
District size	1		
School size	3		
Student/teacher ratio	7	1	2
Student/professional ratio	1		
% student transfers			1
General expenditure level	4	2	1
<u>School Facilities</u>			
Building condition			2
Science lab facilities	1		1
Building age	2		1
makeshift classrooms	1		
Existence of library			1
Library books/student	3		1
Playground space			1
Facilities in general			2
<u>Curriculum, Instruction</u>			
Performing arts programs		1	
Curricular innovations		1	
General curriculum			2
Number of school days	1		
TV, programmed learning		1	
Number of textbooks			1
Age of textbooks			1
Spending for instruction	1		
<u>Teacher Characteristics</u>			
Experience	7	1	2
Degree status	5	1	4
Quality, undergrad inst.	3		
State certification			1
National Tchr. Exam. tests	1		1
Verbal ability	6	1	
Teacher attitudes	2		
Amount of tchr. travel	1		
Age	1		
% time in area of spec.	3		
Time spent in guidance	1		
% male teachers (math)	1		
Starting salary	3		
Average salary	1		
Teacher turnover		2	
<u>Administrative Characteristics</u>			
Principal's education level		1	
Expenditures for administration			1

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## SCHOOL DISTRICT SIZE

*Statement of the Problem*

During the past forty years a voluminous body of research and professional opinion has been developing on the topic of size as it relates to the units of educational organization of a state school system. Size is most often expressed in terms of student enrollment, the number of students in a school building, a school district, or an intermediate unit. In the development of this paper, student enrollment and/or the number of students in a school building will be used as expressions of size.

The factor of size for the sake of size is not important. Rather its significance rests with the impact of size upon a great number of other aspects of education. One must consider the type of structure, as measured by size, that is essential in providing the desired programs and services at an appropriate level of educational quality with efficiency of organization and economy of operation. To the extent that size may facilitate or impede the offering of desired programs and services the issue becomes important. Size is an important factor to consider when a state undertakes the task of organizing its districts into units that will meet citizens' expectations in return for investment in public education.

*Historical Background*

Over the past 30 years a prevailing trend in educational planning has been the formation of fewer and larger school districts. Simon and Grant, as reported by St. Louis and McNamara (20, p. 295), showed that the number of public school districts in the United States decreased from 127,531 in 1930 to 54,859 in 1955 to 26,938 in 1966. The formation of state-local program-planning systems, the development of regional instructional resource centers, and the emerging number of intermediate units in the various states lends additional evidence of the formation of large administrative units.

Isenberg (10, pp. 93-4) in his study of school district reorganization in Kansas suggested this finding. In Kansas

in 1963, there were 1840 school districts of 18 different types, while, by legislative mandate, in 1967 this number was reduced to 343 with 6 different types.

Many states still have elementary and secondary school districts in operation in addition to unit (K-12) districts. The Illinois study (16) showed 11,000 districts operating in 1945 compared to 1,072 in 1972. The 1972 figure includes non-unit districts. Illinois ranks second to Nebraska in the total number of school districts. In Minnesota, 7606 districts existed in 1947; currently that number is 435.

The rationale behind this trend is perhaps best supported by economies of scale studies. Cost curves have been developed for school districts, grouped by enrollment. St. Louis and McNamara (20, p. 301) developed a cost curve for Oregon school districts for the 1972-73 school year. (See the Appendix for a table and graph of average maintenance costs by average daily membership for Oregon districts.) Average maintenance costs--that is, dollars spent--rise with both extremes of large and small enrollments.

In terms of the economies of scale of school district operation, the trend is toward more efficient operation and larger administrative units. Lately, however, large school districts have been examined to determine if "big" is perhaps cumbersome and ineffective.

### *Review of the Literature--Prior to 1972*

Before 1972, studies of district size approached research methodology, definition of variables, and the form of findings in a way quite different from later investigation. For this reason, the review of the literature has been divided into two sections.

These earlier studies related to school size used primarily the survey or questionnaire technique and available state records for gathering data. Student and environmental variables were premiere considerations of researchers. Educational process variables, or those factors over which the school district has some control, were left largely untouched. The results of these studies were generally expressed in school district or size recommendations. Notable exceptions were the studies of Kiesling and Krietlow. Both of these researchers, particularly Kiesling, were cited by researchers in later studies.

The following is a listing by year, researcher, and findings of some of the earlier "size" studies.

YEAR	RESEARCHER INFORMATION SOURCE	FINDINGS
1967	Robert H. Isenberg (10)	supported the trend toward reorganization in Kansas
1967	William Inman (9) Donald Rushing	found improved program following reorganization
1967	E. Robert Stephens (21) John Spiess	found pupil achievement favored a secondary attendance center slightly larger than 1,000 students
1967	Don L. Morgan (6)	found definite and consistent relationship between participation in school activities and distance from home to school
1968	Richard J. McCowan (14) Robert P. O'Reilly Gregory J. Illenberg	advantages appear in increases of school size up to 1,500-2,000 students of smaller geographic units
1968	William Inman (8)	size is a factor in determining success of programs within structures to fit the goals of the school system statewide
1968	Robert J. Kiesling (11)	(1) relationship of high school size to performance, IW, SES, and expenditure is negative (2) relationship of high school size to breadth of curriculum is highly positive
1968	Richard P. Manatt Anton J. Netusil (13)	small school districts have greatly increased per capita expense for central administration recommended school district size: 3,000-5,000 pupils
1968	James E. Maxey (6) Donald R. Thomas	schools with innovating programs tend to have high schools of at least 200--technical innovations more likely to be found in districts enrolling over 500 in high school

- 1968 Richard J. McCowan (6) important advantages appear to accrue with increases in school size up to 1,500 to 2,000--beyond this leveling off noted
- 1968 James E. Maxey (6) recommended district should have minimum total (K-12) enrollment of 1,500 to secure maximum benefit of teacher preparation. Smaller the school, greater chance teacher will teach in 2 or more subject areas and have greater number of subject preparations. Larger schools attract better prepared, more experienced teachers, pay higher salaries and meet more pupils per day
- 1968 Ralph D. Purdy (6) recommended the following enrollments for elementary centers (nursery to grade 8):  
minimum 300  
optimum 500  
maximum 750
- 1968 Robert L. Whitt (6) recommended minimum of 300-500 pupils in grades K-6;  
maximum 900  
recommended minimum of 100 in grade 9, 300-500 in grades 7-9
- 1968 C.O. Tower (6) as enrollments increase, number of different vocational programs increases, and capital outlay per pupil and operating costs decrease
- |       | No.   | Cap.      | Oper.     |
|-------|-------|-----------|-----------|
| H.S.  | Dif.  | Out.      | Costs     |
| Enr.  | Prog. | Per Pupil | Per Pupil |
| 408   | 15    | \$3,994   | \$519     |
| 1,004 | 22    | 2,858     | 480       |
| 2,779 | 41    | 2,363     | 467       |
- 1969 Harold E. Turner (6) concluded that it would be very difficult if not impossible for a small district to mount an outstanding curriculum--in most cases the costs would be prohibitive

1970	Neal E. Rosenberg (6)	no recommendation but data seems to favor 2,000 as optimum high school enrollment
1970	Raymond S. Adams (6) Richard M. Kimble Marjorie Marlin	no recommendations, found amount of variation explainable by size was slight
1971	Burton W. Kreitlow (6)	students in reorganized districts have consistently higher achievement test scores, completed high school with a 6- and a 13-month advantage in mental maturity for boys and girls respectively as well as a higher matriculation in college
1971	Burton W. Kreitlow (6)	reorganized school districts provided more learning opportunities
1971	Sylvia B. Rimm (6)	found no significant difference in (a) 1st semester or cumulative GPA of freshmen, (b) attrition rates or percentage of students in good standing, (c) performance variables, rank, etc., or (d) choice of major among students coming from various sized schools

### *Review of the Literature--Since 1972*

Since 1972 several states have been involved in studies of educational quality which have dealt with school size, directly or indirectly, in both varying scope and quality. The consideration of size is linked to the foreseeable possibility of mandating minimum and perhaps maximum structures in allowing for more efficient and effective delivery of educational programs.

Florida, Massachusetts, Wisconsin, Pennsylvania, California, Illinois, Colorado, and Oklahoma studies will be briefly discussed. A report of the Minnesota State-Wide Assessment Program findings relative to community type is also included. Attention will be given to the quality, methodology, and findings of each study.

#### *Florida*

Educational process variables were analyzed as Harrow and Dzrieaban (7) identified the factors predominantly related to efficient allocation of resources in Florida's public school

districts. In 1947, 650 public school districts in the state were reduced to 67 county districts--41 of which had student enrollments of less than 10,000 students and 29 with less than 5,000. Twenty-seven variables were compared in this county systems. The findings of the study revealed the following:

- ° The smaller counties had greater administrative costs.
- ° The smaller counties had greater difficulty attracting and retaining qualified personnel. As a result, there was a higher percentage of teachers teaching out-of-field in smaller counties.
- ° Smaller counties offered a narrower educational program. However, it was noted that though the reorganization process educational offerings and services increased within the county units.

### *Massachusetts*

The Governor's Office in Massachusetts formed a Commission on School District Organization and Collaboration (5) that studied and conferred during the 1973-74 school year. The research techniques were not very sophisticated. Data came primarily from Commonwealth reports. The study findings suggested that:

- ° Curriculum breadth was less in smaller schools.
- ° In equal-sized districts the number of courses available was a function of district assessed valuation per pupil.
- ° Smaller districts usually found it more difficult to support staff training and renewal programs.
- ° Smaller districts, in both wealthier and poorer categories, has smaller percentages of graduates entering four-year colleges than did larger one.
- ° Smaller districts usually found it more difficult to perform purchasing, transportation, central administration, and other support services economically.
- ° Smaller districts usually support smaller class sizes or lower teacher/pupil ratios, even though current research on class size and pupil achievement does not consistently reveal significant benefits from doing so.

### *Wisconsin*

A study conducted under the direction of the Wisconsin Department of Public Instruction (6), reviewed those characteristics associated with quality education and effective utilization of resources. The data analyzed came from state reports. The findings of this study showed:



1. The number of high school course offerings was related to the size of the high school.
2. The smaller districts in Wisconsin offered fewer shared-time services.
3. The smaller districts had smaller pupil/teacher ratios.
4. The educational opportunities for students in different Wisconsin public school districts contained great variation in wealth, expenditure, tax rate, and high school course offerings--not all of which were related to size. Expenditures were lowest in high schools with enrollments of 300-499. Tax rates increased with enrollment. Wealth showed no relationship to size.

### *Pennsylvania*

Cober (3) conducted a study directed by the Pennsylvania Department of Education on the cost of teaching different subjects in school districts of three differing sizes. Program costs appeared to be influenced by pupil-teacher ratios, experience level of teachers, the holding power of districts, salary schedules and fringe benefits, and the use of aides, supervisor, supplies, and, to a limited degree, size.

### *California*

Niskanen and Levy (15) conducted a study on the sizes of schools and communities under the Graduate School of Public Policy at California University at Berkeley. The research focused upon educational process variables, particularly in terms of the efficiency and effectiveness of large school districts, since 90 percent of California students attend schools in districts of 1,500 or more. The research sample contained 144 of the 146 largest unified school districts in California and represented 45 percent of the state's total student population. The data were sixth and twelfth grade statewide assessment scores in mathematics and reading, related to IQ, district spending, and school size.

The findings related to size include:

1. School district size had a consistent negative relation to student performance and was highly significant in three out of the four tests.
2. Staff turnover had a significant negative relation to district size.
3. Median teacher salaries have a significant positive relation to district size, not because of salary schedules but because of the turnover factor. Larger school districts have larger average class sizes.

In general, they found that larger districts have older teachers, higher teacher salaries, and larger classes. Niskanen and Levy made a plea to reduce the financial incentives for reorganization in California because of the lower student performance in larger school districts.

### *Illinois*

The Illinois Legislature commissioned a group to study school district organization within the state. This study (16) included the examination of variables across size and wealth of school district. The study group found a positive relationship between school district size and the range of instructional program, teacher and administrative salaries, staff longevity and advanced degrees, and the requirements for educational resources.

The economic efficiency of unit and dual school districts was examined in a second Illinois study by Sabulao and Hickrod (19, pp. 178-190). An optimum size relative to costs was developed by analyzing the data with curvilinear and least squares regression and also with differential calculus.

Principal findings of this study were (19, p. 187):

- ° As the size of enrollment increased, school expenditures decreased up to a certain point in the size continuum, thus supporting the concept of "economies of scale."
- ° The unit school district experiences economies of scale through a much greater segment of the size continuum than the elementary and secondary districts.
- ° Size of the district in terms of pupil enrollment in ADA influence per pupil cost with or without holding constant the effects of the assessed valuation upon costs.
- ° About 58 percent of the variation in administrative cost per pupil is explained by the size of the unit district, while only 15 and 23 percent are explained by size of the elementary and secondary school districts, respectively. It was also shown that the unit district experiences economies of scale on administrative costs through a greater segment of size spectrum than dual elementary and secondary districts.
- ° The analysis of the two forms of cost variables with size established the following minimum-optimum-maximum size values for economic efficiency:

a. Gross expenditure on size.

1. Elementary district--minimum 250; optimum 750; and maximum 3,000 ADA.

2. Secondary district--minimum 175; optimum 500; and maximum 2,000 ADA.
3. Unit district--minimum 175; optimum 5,000; and maximum 35,000 ADA.

b. Administrative cost on size.

1. Elementary district--minimum 400; optimum 7,500; and maximum 20,000 ADA.
2. Secondary district--minimum 420; optimum 2,500; and maximum 12,000 ADA.
3. Unit district--minimum 1,000; optimum 8,000; and maximum 40,000 ADA.

\* The contention that it will be more economical to operate a unit district than to operate elementary and secondary school districts of comparable size to the unit district was verified provided that the size of the unit district is at that level where the least-cost-combination of the unit districts in Illinois was 15,000 ADA. As enrollment size increases from this level, estimates of per pupil cost for the unit district become consistently less when compared with estimates for the elementary and secondary districts of comparable size to the unit district. The difference becomes more pronounced the larger the unit district becomes until the optimum is reached.

### *Colorado*

The most recent research compiled by Bidwell and Kasarda (2) studied five environmental variables of school districts in Colorado. Three components of district structure and one of staff composition were linked to student achievement on reading and math scores. The environmental variables included were size, fiscal resources, percent non-white in the district's community population, and the education and income levels of the parents. The measures of district structure were pupil-teacher ratio, administrative intensity, and the ratio of supporting staff to teachers. The staff composition variable was the qualification level of the professional staff. Relative to size, the results indicated that a high pupil-teacher ratio and administrative intensity reduce median levels of achievement, but that size overall has a slight effect on reading or math achievement.

The researchers did note that, as district size increased in Colorado, the number of students outran the number of teachers provided, creating losses in output due to a high pupil-teacher ratio. They suggest the need for alternatives to traditional organization of instruction that would permit school districts to achieve economies of scale without incurring losses due to a high pupil/teacher ratio.

## Oklahoma

White and Tweeten (21) studied optimal resource allocations and school district size for rural areas by using data from the Oklahoma state-wide needs assessment program. They divided the stratified sample of school districts into subgroups by size and geography. A cost-effectiveness model was used to evaluate the effect of educational output, teacher salary, student background, student density and high school curriculum on optimal resource combination and average cost of instruction, attendant services and transportation. While one of these factors was allowed to vary, the others were held constant at their respective sample averages. They found that optimal resource organization in schooling depends on educational objectives, student backgrounds, high school curriculum, teacher salary and student density.

White and Tweeten's (21, p. 368) findings related to size were as follows:

1. A more extensive curriculum requires larger school districts to efficiently utilize the program. The optimal school district size for a school offering only a minimum program is 550 ADA.
2. Optimal school district size and the cost per student varies according to student density. The optimal school district size (and minimum attainable average cost per ADA) was 300 students (\$744) for a density of 0.6 transported students per square mile and was 1075 (\$661) for a student density of 3 per square mile. While transportation costs limit school district expansion in sparsely populated areas, such costs are not as important in heavily populated districts where the optimal school district size is therefore much greater.

## Minnesota

Minnesota did not have a study on school size per se. However, in the Statewide Assessment Program, community type was one of the variables considered. Communities were grouped into inner city, suburban and small towns, and rural categories. Students in suburbs and towns scored significantly above the state means. Rural students did not differ significantly from the state means, while students in the large cities were significantly below the state means for all domains and for total reading performance (1, p. 57). Controlling for home socio-economic background, the study still found the type of community to have a significant effect on reading performance.

Another indicator of the effects of school size is reading performance. The reading performance of Minnesota 11th graders attending schools whose total enrollment is above 1,500 is a little higher than that of students attending schools of other sizes. Other factors such as SES, expenditures, and school

reading related characteristics, must be analyzed along with size and reading performance before firm conclusions are made concerning the effects of school size (18, 61).

### *Summary and Conclusions*

There exists an abundance of literature on the topic of school size, referred to as the number of students enrolled in a district, an attendance area, or a regional unit. The literature, prior to 1972, was more journalistic in nature and focused on a growing student population. The movement was toward efficiency, especially in the area of expenditures. The effectiveness issue was left largely unanswered. Exceptions included Kreitlow's longitudinal study which showed better achievement scores in reorganized districts as compared to non-reorganized units. Another notable effort was that of Kiesling in his study of the relationship of school size to student performance, IQ, and socioeconomic background, curriculum, and expenditures.

The primary purpose served by school size studies seemed to revolve around the political issue of school district reorganization. Several states have funded studies on school size including Florida, Massachusetts, Wisconsin, Pennsylvania, California, Illinois, Colorado, and Oklahoma. The data were commonly obtained from statewide assessment programs. Reading and math scores are predominant. The findings are similar and are tabulated in the following summary table.

#### Insert Summary Table About Here

The findings consistently reveal that smaller schools have:

- less curriculum breadth,
- smaller pupil/teacher ratios,
- greater staff turnover, and
- significantly fewer remedial and special programs.

More sophisticated and thorough studies reveal in addition:

- Optimal school size is affected by student density;
- Lower pupil/teacher ratios are found in smaller school districts;
- Unified districts are more effective than non-unified districts;
- Greater staff turnover exists in smaller schools;
- Salary schedule and fringe benefits are lower in smaller schools; and
- Student performance has a negative relationship to size, as large districts become larger.

In the issue of quality education, size remains an indirect factor. Teacher variables, for example, are directly related

# SUMMARY TABLE

State Findings	Florida	Massachusetts	Wisconsin	Pennsylvania	--Sabalo	--State	Illinois	Colorado	Oklahoma	California
Curriculum Breadth Less in Smaller Schools	X	X	X			X			X	
Economies of Scale	X				X					
Smaller Pupil/Teacher Ratio in Smaller Schools		X	X	X				X		
Unified Districts More Effective					X					
Smaller Districts Less Efficient in Purchasing and Transportation		X								
Staff Turnover Greater in Smaller Districts		X		X		X		X		X
Remedial and Special Programs Largely Absent from Smaller Schools		X	X	X		X				
Optimal School Size and Costs per Student Affected by Student Density									X	
Salary Schedule Fringe Benefits Less in Smaller Schools					X X					X
Student Performance								X-*		X-*

\*Negative relationship; that is, the greater size, the less performance

to size and impact directly upon student performance. Research has shown that smaller schools have a younger staff, fewer advanced degrees, greater teacher turnover, and less staff inservice activities. These factors are directly associated with lower student performance on achievement tests.

By the above measures, smaller schools demonstrate "less quality" than larger schools.



## **APPENDIX 1**

### **DEFINITION OF TERMS**

## Definition of Terms

ADA	average daily attendance (students enrolled)
ADM	average daily membership (students enrolled)
Attendance Unit	student enrollment per school building
Economies of Scale	cost efficiency at a given range of enrollment; less efficiency below and above that given range resulting in increased costs
Educational Quality	behavior produced in the students who pass through an educational program as measured by achievement test scores, retention rates, attendance rates, etc.
Educational Structure	school district organization
Elementary District	enrollment component in grades; kindergarten through 6 administered apart from the secondary district
Organization	also reorganization, regionalization, consolidation, realigning of school district boundaries to enlarge the administrative component and increase student enrollment
Output of an Educational System	student educational process, and environmental variables
Student variable	characteristics, and level of attainment of students at the beginning of an educational program (race, IQ, time spent studying, residence patterns, activities, and post high school plans
Educational Process Variable	activities in a school designed to raise student's level of attainment--they have a cost factor (program offerings, teaching innovations, instructional materials, teacher qualifications, teacher workloads, facilities, and school district size)
Environmental Variables	Circumstances in the community and home that facilitate or impede the educational process (parents' education, income, occupation, and interest in their children's education)

<b>School District</b>	enrollment component per legally defined unit
<b>Secondary District</b>	enrollment component in grades 7-12 administered a part from the elementary district, also dual unit
<b>Unit District</b>	enrollment component in grades K-12 administered as one operation

## APPENDIX 2

### Selected Values for the Average Cost Curve

### Selected Values for the Average Cost Curve

ADM (Q)	Average Cost
100	\$791.29
500	754.97
1,000	749.15
5,000	734.72
10,000	721.92
20,000	693.23
30,000	687.75
40,000	677.33
45,000	674.94
47,000	674.38
49,000	674.05
50,000	673.97
51,000	673.95
51,500	673.95
52,000	673.97
55,000	674.42
60,000	676.30
70,000	684.34
80,000	698.08
90,000	717.53
100,000	742.67

Plotting the values with average daily membership and average cost as the axes, the information revealed an economies of scale curve as shown in Figure 1.

Oregon Study 1973-74  
(20, p. 301)

Figure 1

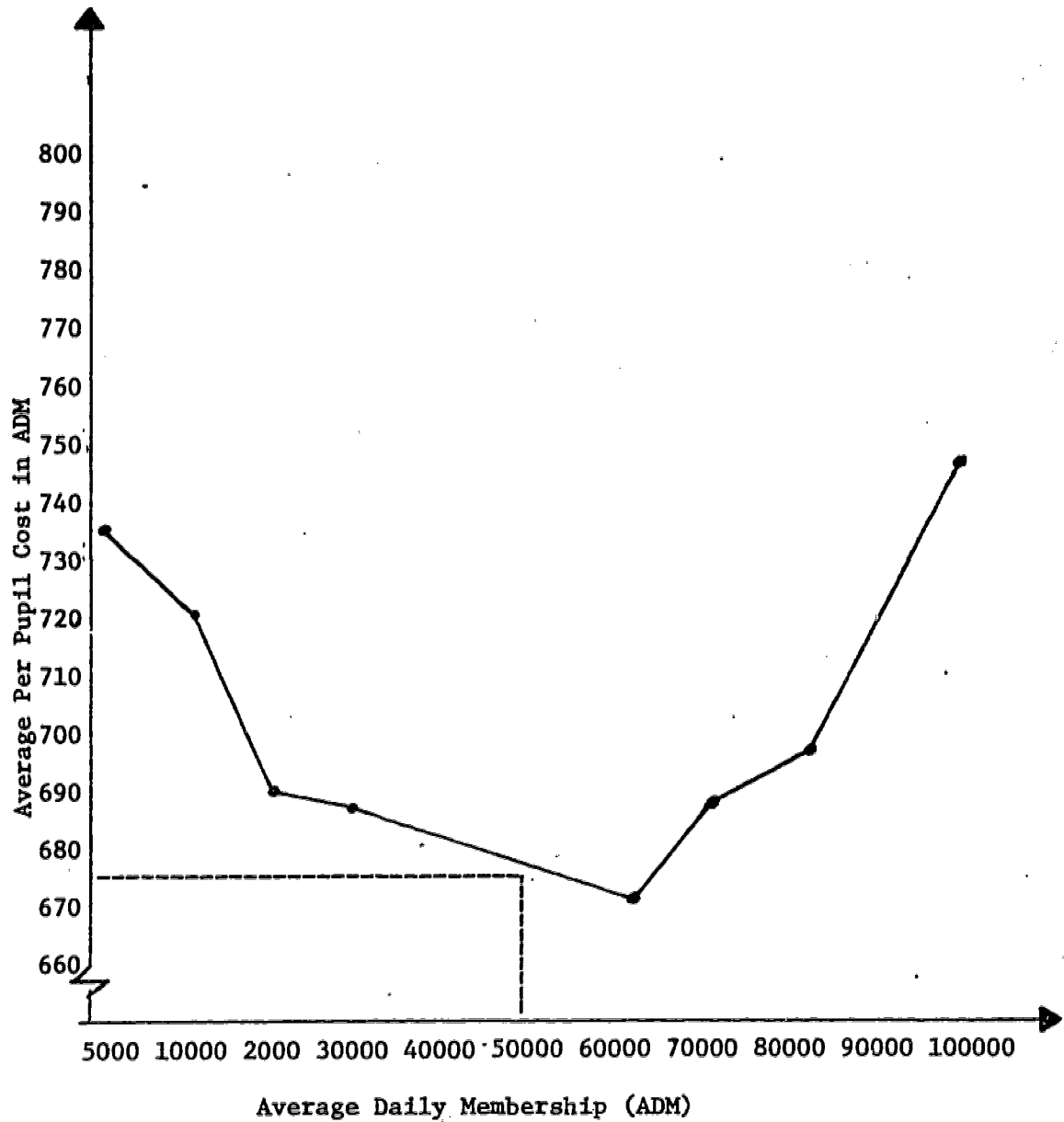


Figure 1. The fitted average cost for Oregon school districts.

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# RESPONSES TO THE COUNCIL'S PRELIMINARY REPORT ON THE IMPACT OF FLUCTUATING SCHOOL ENROLLMENTS

The survey in Appendix 1 was sent to all persons receiving a copy of the Preliminary Report. Fifty-seven school districts returned the survey. This is a summary of their responses. Note: Some districts did not answer all parts of the survey.

## I. RANKING OF PROBLEM STATEMENTS IN PRELIMINARY REPORT

<u>Cost Statements</u>	Order of Priority				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Personnel	37	16	3	0	0
Facilities	0	2	14	35	14
Transportation	0	4	10	23	18
Education Program	16	29	9	3	0
Organization/Governance	3	3	20	5	25
<u>Quality Statements</u>	Order of Priority				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Personnel	24	19	11	1	0
Facilities	2	4	22	17	12
Transportation	0	1	3	21	30
Education Program	25	29	1	1	0
Organization/Governance	4	5	18	17	12

## II. RANKING OF ALTERNATIVE SOLUTIONS IN PRELIMINARY REPORT

<u>Alternative Solution</u>	<u>Definitely Should Be Considered</u>	<u>Lowest Priority</u>
1. Administration and Unrequested Leave of Absence	24	10
2. Superintendents' Protection Clause	22	12
3. Teacher Status in Consolidation	26	10
4. Shared Administrative Staff	32	9
5. Unrequested Leave of Absence	24	17
6. Regional Bargaining Units	24	17
7. Internal Management Alternatives	11	23
8. Management Inservice Training	19	17
9. Severance Pay	24	8
10. Early Retirement	42	2
11. Teacher Productivity	23	16
12. Incentives for Staff Retraining and Development	13	17
13. Teacher Corps	7	29
14. Incentives for Cooperative Staffing	34	8
15. Differentiated Staffing	22	18
16. Teacher Mobility	20	17
17. Secondary Boarding School Concept	3	32
18. Certification Standards--Vocational	18	13
19. Certification Standards--Coaches	18	10
20. Cooperative Purchasing	23	16
21. Incentives for Sharing Facilities	25	13
22. State Property Ownership/Management Agency	0	29
23. Certificate of Need	10	26
24. Obsolete and Excess Facilities	10	21
25. Shared Cost Formula for Construction and/or Renovation	15	19
26. Modular/Relocatable Units	6	24
27. Facilities Audit	11	27
28. Amended Transportation Formula	23	9
29. Funding Transportation for Student Activity	37	3
30. Minimum Educational Standards--Curricular Programs	12	15
31. Standards for Student Activity Programs	13	24
32. Accountability System--Legislative Role	14	27
33. Accountability System--State Board of Educations' Role	11	22
34. Accountability System--Local School Boards' Role	23	12
35. Accountability System--Local School District Role	17	14
36. Management Monitoring System	4	24
37. Minnesota Educational Assessment Program	12	17
38. Class Size	9	25
39. Professional Staff/Pupil Ratio	10	21
40. Professional Staff per 1000 Student	5	19
41. Fiscal Incentives for Interdistrict Cooperation	17	12
42. Additional Powers to Cooperative Programs	13	18
43. State Board of Education Incentives	3	18
44. Alternative Interdistrict Cooperation Plans	8	6
45. Fiscal Incentives for Consolidation	21	4
46. County School Districts	9	37
47. Interdistrict Cooperation - Promotional Campaign	4	8
48. Cooperative Activity Support Systems	8	7
49. Annual Report on Current Educational Status	1	12
50. Budget Review Committees	2	25
51. Assessed Valuation	20	6
52. Declining Enrollment Factor	30	5
53. Fast Growth Districts	4	8
54. Fixed State/Local Support	8	10
55. Professional Training and Experience	16	13
56. Elementary Pupil Unit Weighting	15	10
57. Secondary Pupil Unit Weighting	15	10
58. Levy Limitation	24	7
59. Fixed Costs Exclusions	22	5
60. Funding for Educational Standards	15	13

### III. SUGGESTIONS

- . Develop an enrollment projection model which each individual district could use.
- . Look at how communities with substantial Gross Earnings property are adversely affected in isolated categories, such as Capital Outlay.
- . An in-depth analysis of the kindergarten pupil unit weighting is crucial. Hopefully, this factor will be considered under Alternative No. 56. Transportation should include a factor for pupil density.
- . Have the Legislature follow the Constitution and discontinue incentives to private-church related schools that encourage parents to leave public schools.
- . Less trivia and more substance from the State Department of Education.
- . Eliminate tenure and seniority provisions for all certificated and noncertificated staff members. Develop a merit system for total staff members. This would provide greater flexibility.
- . Provide clear economic incentives from the State for school district reorganization, e.g., have the State assume the operating debt of a school district.
- . Provide some matching money from the State to update, remodel, and build facilities in a reorganized district.
- . Remove teacher certification needs from administrators.
- . Uniform "lobbying" and "PR" expenditures or no expenditures.
- . Local districts can solve the same problems at the local level in different ways because of differences and desires of the people served.
- . Do not like the "LIFO" program (Last in First Out), however, I cannot suggest a better way so I will accept it until a more workable suggestion is brought forth. The age of "50" on up "in", the age of "30" on down "out", will have an adverse effect, on our future educational programs. There has to be a better solution, we must find it.
- . The Council has done a good job in outlining the problem areas.

- . "Financial Incentive Plan." If local residents vote to increase taxes to operate their districts in order to have more and better programs, then the State would match dollar for dollar. Obviously this has pros and cons but would encourage local interest and attention.
- . Eliminate buses from different school districts traveling the same roads, this would reduce transportation costs. Reduce basketball games to one per week. Reduce volleyball games to one per week. Require all athletic games below the ninth grade to be held only on an intramural basis.
- . Ask the Legislature to do two things: 1) to fund enough money so they don't have prorated programs after districts have committed themselves, 2) stop all this baloney started a few years back of not paying what they owe and now say we will be on current funding: 1. Transportation, 2. Aid to handicapped, 3. Regular aids - "Levander Shift" ...we would all not be pinching if these things hadn't occurred.
- . Local people know each other and vote for their Board of Education. I'm convinced people have confidence in their school boards. I know it has to be a most efficient form of government.
- . Provide funding for special education cooperatives.
- . Reconsideration of imposed mandates that hinder small district operation to include flexibility.
- . Define a minimum program. If districts can't provide it then cut off aid and force consolidation.
- . Special state aid for growing school districts who hire staff with 10 years of experience.
- . If we have fewer students, we need fewer teachers. Even a teacher or superintendent should not be guaranteed a life-long job.
- . Inflation and taxes are the most pressing problems facing the district.
- . State-wide bargaining.
- . 2/3 retirement after 20 years service - retirees ineligible for future governmental employment. Full retirement after 30 years.

#### IV. GENERAL COMMENTS

- . Total education costs will continue to rise even though less students are served.
- . The Council is to be commended on holding hearings throughout the State's geographic areas. Having attended the St. Cloud session, I found the information presented to be accurate and in tune with the problems of our district. The testimony was useful in that a commonness of problems surfaced. It was helpful to realize many of the problems were not unique or isolated situations.
- . I do not think school districts with high property valuations should be penalized by having state transportation, secondary vocational and special education aids cut.
- . Problems of flexibility are related to labor organizations; most suggestions are merely ways to treat this issue - why not deal with "unionism" head on.
- . Our student population is so stable into the foreseeable future, we really aren't all that concerned about fluctuating enrollments.
- . Provide intensive training programs for school boards to help them plan wisely during declining enrollment.
- . Definition of minimum standards, coupled with stipends for interdistrict cooperation, and certificate of need would seem to be the most important immediate needs.
- . My concern is that rules and regulations from state agencies are eroding the control of the local boards, who have been elected by and have the confidence of the people of the district.
- . The biggest single factor affecting the quality of education in our school district is the bargaining process, and its accompanying immature practices; plus the power struggle that continues to see who is really going to manage the school. Negotiations should be done by persons outside of the local school district and on a regional basis.
- . The State should write programs and establish laws for which districts must yield. Let the State contribute certain amounts of dollars mandated with specific educational laws. Let each district determine if they are willing to tax themselves to obey the laws. Let the local citizenry determine if they are willing to pay the price to keep their schools, if not, then so be it, no schools.
- . Job security is a burning issue. You will find continuing resistance to any tampering with seniority concepts and rightly so. Education is a world of work and this is how the work world operates. Survival is just as important to an educator as it is to a brick-layer.

- . I have been personally involved in consolidation and cooperation. In reviewing results of both, I feel cooperation is more beneficial to the students. Consolidation would have to be an ongoing process at best and merely increases in district size increases "distance" between school and residents.
- . Increase state aids by 20%, increase the local levy by 15%.
- . The less State intervention, the quicker the problem will be solved. Economics will force a solution.
- . The less State intervention, the quicker the problem will be solved. Economics will force a solution.
- . Very good report - fight for strong regional idea (with emphasis on cooperation). I have given the notion of interdistrict cooperation quite a bit of thought. At this point in time I believe: 1) high school principals are the biggest barrier to cooperation; 2) superintendents and school boards are the next biggest barrier (but why can't we develop a system of interdependence with strong local influence?); 3) the metro small college consortium (St. Francis, St. Catherine, Augsburg, etc.) may be a model for us; and, 4) let the cooperative plan evolve from within the system (including business affairs).
- . The growth of government, away from the people, is a threat to America unparalleled in our history. This trend must be revised.
- . Reorganization of districts must be primary consideration.
- . Excellent publication.
- . This study is very good.
- . The biggest cost of maintenance is salaries. Don't foster job protection for any educational personnel at the expense of education programs for boys and girls. Schools operate for kids not staff.
- . I do not think the ECSU (Educational Cooperative Service Unit) will help declining enrollment problems.
- . Report appears to be comprehensive and well done.
- . We are a peculiar, small district. Families move in and out all year. Yet, our enrollment is rather stable.



Advisory Council on Fluctuating School Enrollments  
PRELIMINARY REPORT SURVEY

1. Rank the problem statements in order of priority.

Section IV A. Effects on Cost  
Problem Statements

Section IV B. Effects on Quality  
Problem Statements

\_\_\_\_\_ Personnel

\_\_\_\_\_ Personnel

\_\_\_\_\_ Facilities

\_\_\_\_\_ Facilities

\_\_\_\_\_ Transportation

\_\_\_\_\_ Transportation

\_\_\_\_\_ Educational Program

\_\_\_\_\_ Educational Program

\_\_\_\_\_ Organization/Governance

\_\_\_\_\_ Organization/Governance

2. List the 20 alternative solutions you feel should definitely be considered further (these can be listed by number).
3. List the 20 alternative solutions you feel should be given the lowest priority for further consideration (again these may be listed by number).
4. Please suggest other problems or solutions which you feel should be considered by the Council.
5. Comments/suggestions/concerns:

PERSONNEL, CLASS SIZE AND  
FLUCTUATING SCHOOL ENROLLMENTS

Section B.

1.

TEACHER MOBILITY FACTORS:  
MINNESOTA, 1976

*Purpose and Procedures*

Fluctuating school enrollments carry with them a corresponding fluctuation in local demand for teachers. Adjustment to fluctuation would be more effective if teachers were mobile enough to shift among districts in easy response to that fluctuating demand. This study was undertaken to investigate the extent to which teachers might be mobile, to determine inhibitors to mobility, and to assess the relative importance of the factors which might influence teacher mobility.

To conduct the study, a one-percent random sample was drawn of all public school teachers in Minnesota. A questionnaire (Appendix A) was sent to each of the 510 teachers in the sample, with a cover letter from the Advisory Council on Fluctuating School Enrollments, in early May, 1976. A total of 380 replies were received by the end of the month. The tabulation of those 380 replies constitute the findings of this report.

*Findings*

Several related questions were asked in the questionnaire. The responses are presented here in an order which is believed to be most directly useful to the purposes of the study.

*Incentive Factors*

Some 17 factors were presented to the teachers, with the following instructions:

"Suppose that your position were to be terminated in June of 1977, suppose that there was no other educational position available to you in your present district, and that you were considering whether to take a job in some particular other district in Minnesota. Rate the importance to your decision of each of the following factors, using this five-point scale:

It would not influence my decision at all. . . . 1  
 It would have little importance to my decision . 2  
 It would be a significant factor in my decision. 3  
 It would be very important in my decision. . . . 4  
 It would be important enough to decide the  
 issue by itself . . . . . 5  
 (If the subject of the factor does not apply to  
 you, use a zero.)"

Eleven of the factors were chosen to represent matters that could not be influenced by public policy, and six were chosen to represent those matters that could be subject to influence by public policy through laws, regulation or contract. They were presented as a mixed list, but are reported here in separated tables, Tables 1 and 2.

### *Public Policy*

The six factors that are subject to public policy were related as shown in Table 1.

Insert Table 1 About Here

Virtually none of the teachers considered any of these factors to be inapplicable to them. Except for vacation and sick leave benefits and number of working weeks, items that are fairly uniform for teachers anywhere in the state, roughly half of the respondents rated these factors as either very important or important enough to decide the issue by itself.

### *Background Factors*

The remaining 11 factors, those that are not subject to influence by public policy, were rated as shown in Table 2. These factors exist regardless of public laws, regulations, or local contracts.

Insert Table 2 About Here

Two of the factors, job and/or community responsibility of spouse and the school that the respondents' children would be able to attend, were rated inapplicable by a significant proportion of the teachers. These two factors also have a large proportion (44 percent to 40 percent) of ratings as very important or determining.

Only two other factors exceed 40 percent in the two highest ratings, the neighborhood area in which the teacher could live and the distance in travel time from the teacher's present home. The latter factor is probably indicative of a willingness to commute from the present home to an adjacent district.

TABLE 1

Ratings by the 380 Minnesota teachers of the importance they would attach to six factors (factors subject to public policy) in considering a job in another district; tallied to the nearest percent.

Factor	Percent Giving Each Rating					
	Not Applic.	No Influence	Little Import.	Signif- icant	Very Import.	Deciding by Itself
Dollar amount of the salary at which I would start	0	2	6	37	40	15
Place on the salary steps compared to my present position	0	3	10	36	37	14
Ability to transfer my credits in retirement plan	1	7	15	27	33	17
Vacation and sick-leave benefits in the new contract	0	7	36	41	23	2
Number of work weeks in the new contract	0	10	20	37	19	4
Whether any tenure rights are transferred or granted	1	6	10	37	34	12

TABLE 2

Ratings by the teachers of the importance they would attach to 11 background factors (factors not subject to public policy) in considering a job in another district; tallied to the nearest percent.

Factor	Percent Giving Each Rating					
	Not Applic.	No Influence	Little Import.	Signif- icant	Very Import. by Itself	Deciding
The neighborhood area that I could live in	2	6	14	31	35	11
The distance, in hours of travel time, from where I live now	0	8	15	26	28	22
Prospects for my church attendance and participation	6	28	23	24	16	3
Job and/or community responsibilities of my spouse	16	13	15	13	16	28
My own community responsibilities	4	28	39	21	5	3
My prospects for promotion within the district	1	9	24	34	28	4
Nearness to relatives and friends	2	34	30	21	9	3
The person I would have as my supervisor	1	14	20	33	24	9
The co-workers I would have	1	13	22	32	28	4
The school my children would be able to attend	26	13	5	17	31	9
Recreational opportunities	4	18	26	33	17	2

### *Comparison*

Several factors are rated in a pattern that warrants remark in a later section of this report. A comparison of the two types of incentive factors is in order here.

Few of the six public policy factors are rated as in-applicable or of no influence; many of the background factors were so rated. If the percents of 4 and 5 ratings (very important and important enough to decide the issue by itself) given to the public policy factors are added together and divided by six, the average percentage of high ratings is 41; if the same averaging is done with the background factors, the obtained percentage is 30. On the whole, the public policy factors are rated higher than the background factors.

### *Inhibiting Factors*

The same factors can be viewed as inhibitors to mobility if presented in terms of the teachers' investments in their present positions. The teachers were asked:

"Now consider your present position in the light of the factors in the list in question 8 above. Which three factors in that list do you value most in your present position? Enter in these blanks the numbers between 27 and 44 from the parentheses that follow the three factors most important to you in your present position."

The tally of responses to this question is given in Table 3. The table shows a percent of mention in each blank on the questionnaire so that some sense of priority can be preserved, as well as the totals for each factor.

#### Insert Table 3 About Here

The final column in Table 3, the total percent of mention for each factor, can be interpreted as "the percent of teachers for whom this factor is among the three most important in their present positions." The table represents inhibition to mobility in the sense of the human capital that the teachers have acquired as investments in their present districts.

It should be noted that, unlike the presentation of incentive factors, the inhibiting factors were presented to the respondents in such a way that each factor had to compete with each of the other factors for attention. Further, some of the statements are phrased more awkwardly for inhibitory than for incentive interpretation (for example, the transfer of tenure rights).

The factors mentioned among the three most important by at least one-fourth of the teachers were: neighborhood to live



TABLE 3

Responses to the request to select the three factors (see Tables 1 and 2) valued most in the teacher's present job; by percent of teachers listing factor.

Factor	Listed First	Listed Second	Listed Third	Total Listing
Dollar amount of salary	21	10	10	41
Step on salary schedule	8	12	9	29
Retirement transfer	1	5	6	12
Vacation, sick-leave	1	5	3	9
Number of weeks worked	0	3	3	6
Tenure rights	3	4	11	18
Neighborhood area	15	8	7	30
Travel time from where live	11	10	7	28
Church attendance, particip.	3	2	3	8
Job/responsibilities of spouse	13	9	4	26
Own community responsibilities	1	1	1	3
Opportunity for promotion	1	4	5	10
Nearness relatives/friends	2	4	3	9
Supervisor	6	8	5	19
Co-workers	8	9	9	26
School for own children	2	4	9	15
Recreational opportunities	1	3	7	11

in, distance from present home, amount of salary, place on salary schedule, job or responsibility of spouse, and co-workers.

### *Region Acceptance*

Certain areas of Minnesota are experiencing declining enrollment to a greater degree than are others. It would be useful to know which of these areas are attractive to potentially mobile teachers.

Accordingly, the teachers were asked:

"If everything else were equal, but you could no longer have a position in your present school district, in which regions of the state would you be willing to work? Check all that you would accept, including your present region if you wish."

The choices given, and the percent of teachers who checked each one, are shown in Table 4. The choices were defined to conform, as much as was possible in brief statements, to the areas projected for differential fluctuation in school enrollment (Advisory Council, 1976, p. 108).

#### Insert Table 4 About Here

In general, the results indicate that teachers are more willing to move to those areas of the state that are projected for least decline in school enrollment.

### *Major Alternatives*

The major alternatives faced by a teacher whose job is cut due to declining enrollment are to seek another educational job under certain conditions or to leave the field of education. Accordingly, the teachers were asked:

"If you could not have an educational position in your present school district after June, 1977, which of these things would you think you would be most likely to do?"

#### Insert Table 5 About Here

The question was not worded clearly enough as is indicated by the 21 percent who checked more than one answer. Yet, the remaining answers give a fairly clear cut pattern.

About one-fourth of the teachers would leave the field of education if they could not continue in their present districts. It indicates some sort of breaking point in teacher willingness or motivation to move. It also indicates that a

TABLE 4

Distribution of respondents checking each option in response to the question, "...in which regions of the state would you be willing to work?..."

Region	Percent Checking
Hennepin and Ramsey counties, including St. Paul and Minneapolis	44
In counties surrounding Hennepin and Ramsey	55
Northeastern Minnesota, including Duluth and arrowhead area	34
Southeastern Minnesota, not including Rochester area	28
South central Minnesota, including Rochester and Mankato areas	43
Southwestern Minnesota	23
Northwestern Minnesota	26
Central Minnesota, north of St. Paul	43

TABLE 5

Responses to alternatives in hypothetical event that employment could not be continued in the teacher's present district.

Alternative	Percent Choosing
Try to get a job with an immediately adjacent district	33
Look for an education job elsewhere in Minnesota	17
Look for an education job outside of Minnesota	4
Take a job outside of education, or retire	26
More than one of above alternatives checked	21

full fourth of Minnesota teachers (not necessarily the ones in areas of greatest decline) would leave education if enrollment decline required it in 1977.

A third of the teachers would seek work in immediately adjacent districts, providing an explanation for the finding (Table 2) that distance from the present home is important to teachers contemplating a move; they would commute from their present home. This tendency to seek work nearby would not solve the problem of a teacher surplus since enrollment declines tend to be regional in nature.

The characteristics of the responding population are important for descriptive purposes, of course, but sample data like these do not add to what is more easily learned about the total population of teachers. The characteristics have greater value in interaction with other responses, as will be discussed in the next section.

#### Sex

As Table 6 indicates, 43 percent of the teachers are male and 57 percent are female. This datum was determined from the teacher's given name. It could not be determined at all in one case. Error was probably negligible.

Insert Table 6 About Here

#### Level

Table 7 indicates the level at which the teacher is employed. This was determined from the provided address list. In nine cases (2.4 percent) no reliable indicator could be found. There were some indicators of employment in special education, but they were not deemed reliable and were not tallied.

Insert Table 7 About Here

The age distribution of the responding teachers is shown in Table 8.

Insert Table 8 About Here

#### Years Teaching

The teachers were asked to report the number of years that they had been in the teaching profession, as shown in Table 9.

Insert Table 9 About Here

TABLE 6

Sex of Respondents

Sex	Percent
Male	43
Female	57

TABLE 7

Grade level taught by respondents.

Level	Percent
Elementary	44
Middle School	3
Junior, Senior, or 4 year High School	49
Area Vocational-Technical Institute	4



TABLE 8

Ages of respondents.

Age	Percent
20-24	7
25-29	26
30-34	18
35-39	10
40-44	12
45-49	10
50-54	7
55-59	6
60-64	4
(Mdn.+33)	

TABLE 9

Distribution of respondents to the question, "As of July 1, 1976, how many years will you have taught, counting all professional education jobs?"

Number of Years	Percent of Responses
0-4	21
5-9	30
10-14	18
15-19	14
20-24	8
25-29	7
30-34	1
	(Mdn.=9)

Nearly half of the respondents had taught for 10 or more years.

#### *Years, Present District*

A teacher's investment in his or her present district is probably influenced by the length of time employed by that district, the datum reported in Table 10.

Insert Table 10 About Here

#### *Placebound Ratio*

As an index of the extent to which a teacher's career had been invested in the present district, a ratio was calculated between the data in Tables 9 and 10. The obtained distribution of respondents in terms of that ratio is shown in Table 11.

Insert Table 11 About Here

In interpreting Table 11, it should be borne in mind that 21 percent of the respondents had taught for less than five years, and only 7 percent were in their first or second year of teaching. The large number (38 percent) reporting a ratio of 1.00, or entire teaching career spent in one district, is therefore not an artifact of first-year teacher reports. Altogether, 85 percent of the teachers had spent half or more of their careers in their present districts, and 55 percent had spent four-fifths or more in their present districts.

#### *Interactions*

With some 40 variables, many of them evidently interrelated, a great many interactions could have been checked. For purposes of the present study, only a few of apparently greatest interest were cross-tabulated. Because so many data were categorical and in order to use the same statistical test throughout, the chi square test was used for the cross-tabulation. This test has the additional advantage, on a computer print-out, of displaying all of the intersections between each category of data. On the other hand, it is not a powerful test; it is not likely to find trivial relationships. This feature is useful when dealing with large samples such as that of this study, where small but statistically significant findings might not have practical significance.

The cross-tabulations are shown in Table 12. A significance figure of .05 or less means that there are less than five chances out of a hundred that the relationship is due to sampling error. A figure of less than .01 means that the odds are less than one out of a hundred that the relationship is random error. The significant relationships are described in the following table.

Insert Table 12 About Here

TABLE 10

Distribution of responses to the question, "As of July 1, 1976, how many years will you have taught in your present district?"

Number of Years	Percent of Responses
0-4	29
5-9	38
10-14	18
15-19	10
20-24	3
25-29	1
(Mdn.=6.5)	

TABLE 11

Distribution of respondents with regard to a ratio obtained by dividing number of years in present district by number of years as a teacher.

Ratio	Percent
.00-.09	1
.10-.19	0
.20-.29	5
.30-.39	5
.40-.49	6
.50-.59	10
.60-.69	9
.70-.79	11
.80-.89	11
.90-.99	6
1.00	38

TABLE 12

Result of cross-tabulating selected variables, given as significance obtained by chi square test. See text for nature of significance relationship.

Variables Compared	Significance
Age vs. Major alternatives	.0000
Age vs. Salary factor	.0015
Age vs. Retirement plan factor	.0000
Age vs. Spouse responsibility factor	.0430
Age vs. School/own children factor	.0011
Age vs. Community responsibility factor	.2358
Age vs. Present job factors: one	.0061
Age vs. Present job factors: two	.0005
Age vs. Present job factors: three	.0352
Sex vs. Major alternatives	.0029
Sex vs. Spouse responsibility factor	.0000
Sex vs. School/own children factor	.0000
Sex vs. Present job factor	.0000
Sex vs. Present job factors: two	.0269
Sex vs. Present job factors: three	.0102
Years present district vs. Major alternatives	.0090
Years present district vs. Present job factors: one	.0000
Years present district vs. Present job factors: two	.2935
Years present district vs. Present job factors: three	.0000
Years present district vs. Salary factor	.3929
Years present district vs. Retirement plan factor	.0001
Years present district vs. Spouse responsibility factor	.1050
Years present district vs. Promotion factor	.1062
Placebound ratio vs. Level	.6110
Placebound ratio vs. Major alternatives	.0838
Placebound ratio vs. Salary factor	.3478
Placebound ratio vs. Travel time factor	.4180
Placebound ratio vs. Retirement plan factor	.0085
Placebound ratio vs. Tenure rights factor	.882
Placebound ratio vs. Present job factors: one	.0000
Placebound ratio vs. Present job factors: two	.2303
Placebound ratio vs. Present job factors: three	.0281
Major alternatives vs. Travel time factor	.0000

## Age

The age of the teacher might reasonably relate to a number of other variables. The natures of the significant relationships are accounted for by these facts: Most teachers over age 50 would leave education if their districts were to terminate their jobs; older teachers tend to give more consideration to salary and to retirement plans; job and/or community responsibility of spouse is least important to teachers under age 30 or over age 50; school for their own children is most important to teachers under age 50; and the present job factors important to the older teachers are salary amount and schedule step, while younger teachers are more likely to value supervisors and co-workers. Among these relationships, age is related to a practically important extent only with readiness to leave education and with the importance attached to salary. Other relationships do not seem strong enough to affect the concerns of this study.

## Sex

The gender of the teachers also shows expectable relationships to other data. Female teachers are more likely (42 percent vs. 9 percent) to consider spouse's job and/or responsibility as the deciding factor in changing districts. Similarly and probably relatedly, females would more likely seek a job in an immediately adjacent district. Females more often report that school for their own children is inapplicable to them. Among factors on their present jobs, female teachers tend to more greatly value the distance from their present homes and their spouse's responsibilities. The relationship between sex and spouse's job and/or community responsibilities is persistent and of practical magnitude.

## *Years in Present District*

The number of years in the teachers' present districts represents their investments in local situations. Teachers with greater local tenure would be more likely to leave education if their positions terminated; this is linked, of course, to the teacher's age, as is the higher rating by long-tenure teachers of present job factors relating to salary and retirement. Teachers who have worked longer in their present districts are also more likely to give consideration to possible transfer of retirement benefits if they were to change districts. None of the relationships appear to be strong enough to have much practical utility.

## *Placebound Ratio*

The proportion of each teacher's career which has been spent in the present district is the placebound ratio. It is related significantly in the statistical sense with a few

variables: very few teachers who have spent all their careers in one district would consider that transfer of their retirement plans to be the deciding factor in changing districts; and teachers with low ratios value promotional opportunities, distance of job from present home, and co-worker relationships appear to be strong enough for practical utility relevant to this study.

### *Major Alternatives*

A pattern of answers seemed to be emerging as the data were tallied. This impression was strengthened by notations made on some questionnaires. To check whether the apparent pattern was plausible, cross-tabulation was made between the teachers' avowed plans in the event that their positions were terminated and the consideration they would give to travel distance from their present homes in changing districts. The relationship which was found supports the evident pattern; those who would first try to get a job in an immediately adjacent district are those who place high value upon travel time from their present homes. The pattern is epitomized as, "If I lost this job, I would look for a job close enough for me to commute, and keep this home if I could." This pattern implies reduced inter-regional mobility.

### *Conclusions and Recommendations*

The Context in which the findings of this survey should be analyzed has at least these features, stated here as given information or assumptions.

- Minnesota consists of regional labor markets for teachers. The regions, in substantial part due to school enrollment fluctuations which are specific to each region, have different capacities to support teaching positions. Each district is also a sub-market.
- The net, statewide trend is for decline in enrollment.
- Teachers, by virtue of employment in a particular district, acquire human capital investments that are specific to that district and which (to the extent that they are specific) tend to inhibit their taking jobs elsewhere. The extent to which this is true was one subject of this survey.
- Public policy, as embodied in laws, regulations, and local contracts, can influence both the permeability of teacher labor market boundaries and the portability of some forms of teachers' human capital. Other influences on market boundary and human capital portability are not subject to public policy. The balance between what public policy can and cannot do was another subject of this investigation.



The findings suggest that, under the present state of affairs, these events are likely:

- Massive local decline in enrollment, and subsequent massive local termination of teaching positions, will have the effect of removing up to one-fifth of teachers from the active profession. Those leaving teaching will be disproportionately the older teachers if lay-off is massive enough to overcome their seniority.
- Less massive terminations will lead teachers to seek work within commuting distance from their present homes. Since enrollment decline tends to be a regional phenomenon, this attempt is not likely to solve the individual's or society's problems.
- These factors which can be influenced by public policy will be taken into account by teachers who must leave their positions and either seek other teaching jobs or leave education. Background factors may exert an even stronger influence.
- To the extent that teachers are willing to go to other intrastate regions for work, they are most attracted to regions with least enrollment decline.

In the light of the information available, questions of public policy which bear upon teacher mobility may be discussed.

### *Salary Plans*

The evidence available from this survey indicates that teachers put a good deal of emphasis upon salary amount, both in considering a potential new district and in weighing the virtues of their present positions. The related matter of step on the salary schedule is likewise taken into account when considering a move.

Therefore, if teacher mobility is desired, public policies should be considered which preserve both dollar amount of salary and position on the salary schedule when a teacher moves to a new district. Possible public policy means for doing this include:

- Seek a uniform salary schedule statewide, or one adjusted for local cost of living, with mandatory transfer of standing. A state subsidy to the affected local district would probably be needed. Achieving statewide uniformity would be difficult and might produce unfavorable side effects. Or,
- Through legislation, seek to provide a state subsidy to a local district that enables the district to hire a teacher from a region of declining enrollment with advanced salary standing. Or,

- Seek out and remove "artificial" barriers to a free market negotiation between a transferring teacher and a receiving district. This action might take the form of a law or regulation which forbids local collective contracts that set an upper limit to the transferr-in of longevity credit. It might take the form of a regulation forbidding a district to set a policy of an upper limit. Further study would be needed to establish what artificial barriers do in fact exist, and what action is required to remove them, but the study would not be large or difficult.

The third option above is recommended since it would achieve the desired result with fewer changes or potential undesirable side effects than are associated with the first two options.

### *Retirement Benefits*

In Minnesota, Minneapolis, St. Paul and Duluth are the only school districts that do not participate in the Teacher Retirement Association. Even there, recent years have seen legislation that enables teachers moving between these three districts and the rest of the state to retain their retirement rights. The two classes of retirement plan are not fully identical, and investments in the two are retained separately, but the results of this survey seem to indicate that either teachers are unaware that the rules have changed, or they see a disadvantage to having two retirement investments, or the issue presents some other psychological problem to them.

It should be recalled that the retirement plan factor is most important to older teachers, to those who have been employed by their present districts for many years, and to those who are most placebound. Its impact on teacher mobility is therefore strongest upon experienced teachers who are also most senior and are consequently least likely to suffer involuntary displacement due to declining enrollment. These facts should be taken into account in deciding whether to change public policy.

If it is desired to reduce the mobility inhibition caused by retirement plans, these courses of action are possible:

- Mount a campaign to inform teachers about their present ability to retain retirement benefits. The Teacher Retirement Association reports that it has sent the information to all teachers, but communication seems not to have been fully effective.

- Seek legislation that would bring all districts, including the three large cities, into a single retirement plan. This would require caution and perhaps a phase-in time to avoid individual inequities.

Both courses of action are recommended with greatest urgency falling upon the first. The second is questionable on a cost-benefit basis.

### *Tenure*

At present in Minnesota, teacher tenure is only partially transferrable to another district. When a teacher who has completed two years of probation moves to a new district, tenure is not granted until a year of probation is successfully passed in the new district. In cities of the first class, two years of probation are required of a transferring-in teacher.

Most of the teachers in this survey reported that the transfer or granting of tenure was an important consideration in moving to another district. If it is desired to further reduce this barrier to mobility, at least these courses of action are possible.

- Seek a law that would require all districts to respect the tenure acquired in another Minnesota district. This would place a heavy demand upon the omniscience of the hiring process, and would probably also require a liberalization of districts' authority to discharge teachers for cause. Forces against this course of action would almost certainly defeat it.

- Seek a law abolishing tenure. This is a straw man proposal, of course, because it also would encounter massive resistance.

- Seek a law which would bring the cities of the first class into conformity with other districts in regard to tenure. This would encounter some resistance from those few districts, probably.

On balance, none of these courses of action is recommended. If the Council strongly wishes to address the issue, then option number 3 would be recommended. If that is done, it can be in the form of supporting others who may bring this forward as a legislative proposal. It should be borne in mind that still others may wish to bring a counter-proposal to regularize the state of the model of the cities of the first class, feeling that one year is not enough to judge the suitability of a teacher.

### *Work Weeks, Vacation, and Sick Leave*

The teachers gave relatively little consideration to number of weeks worked or to vacation and sick leave benefits. These matters are apparently already uniform enough so as to present no serious mobility problem. No action on these factors is recommended.

### *Other Incentives and Disincentives*

The factors in mobility which are not subject to public policy, and which are referred to in this report as background factors, are worthy of study for the sake of understanding the teacher mobility process.

Inherently, the background factors do not lend themselves to recommendations for action by the Council. On the other hand, they must be taken into account in forecasting the probable effectiveness of changing the public policy factors.

The opinion of the investigator is that the public policy factors are important enough to warrant the Council's attention to the extent recommended above, but that the public policy factors account for a bit less than half of the present inhibition on teacher mobility. No more exact statement is possible on the basis of available data, partly because (other) unknown factors are almost certainly operative.

### *Summary of Recommendations*

In the arena of public policy, this report leads to three recommendations:

- Seek out and remove artificial barriers to salary bargaining;
- Publicize present retirement plan provisions;
- Bring Minneapolis, St. Paul, and Duluth into the standard retirement plan.

The third recommendation is not a strong one.

Background factors and teacher characteristics, however, will continue to limit the impact of any public policy change.

APPENDIX A

Questionnaire Used in Survey of  
Teacher Mobility Factors

9

8. Suppose that your position were to be terminated in June of 1977, suppose that there was no other educational position available to you in your present district, and that you were considering whether to take a job in some particular other district in Minnesota. Rate the importance to your decision of each of the following factors, using this five-point scale:

- It would not influence my decision at all . . . . . 1
- It would have little importance to my decision . . . . . 2
- It would be a significant factor in my decision . . . . . 3
- It would be very important in my decision . . . . . 4
- It would be important enough to decide the issue by itself 5
- (If the subject of the factor does not apply to you, use a zero)

Write the rating number (1,2,3,4 or 5) in the blank after each factor in this list.

- The neighborhood area that I could live in . . . . . \_\_\_\_ (27)
- The dollar amount of the salary at which I would start . . . . . \_\_\_\_ (28)
- The distance, in hours of travel time, from where I live now . . . \_\_\_\_ (29)
- Prospects for my church attendance and participation . . . . . \_\_\_\_ (30)
- Place on the salary steps compared to my present position . . . . . \_\_\_\_ (31)
- Ability to transfer my credits in retirement plan . . . . . \_\_\_\_ (32)
- Job and/or community responsibilities of my spouse . . . . . \_\_\_\_ (34)
- My own community responsibilities . . . . . \_\_\_\_ (35)
- Vacation and sick-leave benefits in the new contract . . . . . \_\_\_\_ (36)
- Number of work weeks in the new contract . . . . . \_\_\_\_ (37)
- Whether any tenure rights are transferrable or granted . . . . . \_\_\_\_ (38)
- My prospects for promotion within the new district . . . . . \_\_\_\_ (39)
- Nearness to relatives and friends . . . . . \_\_\_\_ (40)
- The person I would have as my supervisor . . . . . \_\_\_\_ (41)
- The co-workers I would have . . . . . \_\_\_\_ (42)
- The school my children would be able to attend . . . . . \_\_\_\_ (43)
- Recreational opportunities . . . . . \_\_\_\_ (44)

9. Now consider your present position in the light of the factors in the list in question 8 above. Which three factors in that list do you value most in your present position? Enter in these blanks the numbers between 27 and 44 from the parentheses that follow the three factors most important to you in your present position:

\_\_\_\_ (45,46)  
 \_\_\_\_ (47,48)  
 \_\_\_\_ (49,50)

THANK YOU FOR YOUR COOPERATION IN THIS INQUIRY.  
 SURVEY RESULTS WILL BE REPORTED TO THE MINNESOTA STATE  
 ADVISORY COUNCIL ON FLUCTUATING SCHOOL ENROLLMENTS  
 FOR POLICY ANALYSIS AND RECOMMENDATIONS.

TEACHER CONTRACTS AND UNREQUESTED LEAVE:  
THE LAW AND ITS IMPLEMENTATION DURING A  
PERIOD OF DECLINING ENROLLMENTS AND  
CONSOLIDATION

INTRODUCTION

In 1974, Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence* and Subd. 6b, *Unrequested Leave of Absence*, were enacted to govern the process of school district staff reduction occasioned by declining enrollments and school district consolidation. It will be the threefold purpose of this paper to:

- (1) Analyze the unrequested leave of absence statutes
- (2) Contrast Minnesota Statute 125.72, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, with Minnesota Statute 179.61-76, *Public Employee Labor Relations Act of 1971*, noting areas of seeming conflict; and,
- (3) Describe current procedures for implementing the unrequested leave of absence statute in Minnesota.

The conclusion of the paper will suggest model legislation to replace 125.12, Subd. 6b, *Unrequested Leave of Absence*, and will indicate other areas in which the legislation needs to be more fully developed.

ANALYSIS OF THE MINNESOTA STATUTE 125.12 SUBD. 6a,  
*Negotiated Unrequested Leave of Absence*  
AND SUBD. 6b, *Unrequested Leave of Absence*\*

This section will address the impact of school district consolidation on teacher contracts, particularly the contracts of teachers who have achieved continuing contract status as defined by the Minnesota Statutes, 1974, 125.12, Subd. 3, *Probationary Period* and Subd. 4, *Termination of Contract After Probationary Period*.

It is well established that continuing contracts held by teachers cannot be disallowed in the event of school district

\*See Appendix 1 for a review of this law.

consolidation, reorganization, or attachment. The Minnesota Statutes, 1974, 122.45, *Distribution and Division of Assets and Liabilities; Taxation*, Subd. 1 states as follows:

Title to all property, real and personal, of any district dissolved under the provisions of Section 122.41 to 122.52 and of any unorganized territory, and all legally valid and enforceable claims and contract obligations, pass to the district to which such dissolved district or unorganized territory is attached.

By definition of Section 125.12, Subd. 4, *Termination of Contract After Probationary Period*, a teacher's continuing contract would constitute an enforceable claim and contract obligation.

A teacher who has completed his probationary period in any school district, and who has not been discharged or advised of refusal to renew his contract pursuant to Subd. 3, shall have a continuing contract with such district. Thereafter, the teachers's contract shall remain in full force and effect, except as modified by mutual consent of the board and the teacher, until terminated by a majority roll call vote of the board upon one of the grounds specified in Subd. 6 or 6a or 6b . . . or by the written resignation of the teacher . . .

However, though continuing contracts do pass to the newly created districts, ground are given in the Statutes for the termination of such contracts in the event of consolidation in 122.46, Subd. 2.

Continuing contract teachers on the staffs of participating districts shall be retained on the staff of the consolidated districts in positions for which they are qualified under state law and existing board standards to the extent that such positions shall exist.

This provision remained unchanged and in force in spite of the fact that the 1974 Minnesota Legislature passed Minnesota Statutes 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, Subd. 6b, *Unrequested Leave of Absence*, [see Appendix 1]. The intent of the Legislature in passing this measure was to answer the concerns of teachers whose districts were contemplating consolidation and/or staff reduction in the face of declining enrollments and to provide standardized procedures to districts faced with necessary staff reduction.



The two subdivisions contradict previous legislation with respect to the termination of continuing teachers' contracts in the event of consolidation. The Minnesota Statutes, 122.46, *Officers and Teachers, Transitional Provisions*, Subd. 2, the school board is given the right to determine which continuing contracts will be retained and which will be terminated according to its definition of position. In Minnesota Statutes, 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, the board has been granted little discretion. In these subdivisions staff reduction must take place in accordance with an unrequested leave of absence plan negotiated by the school board and the exclusive bargaining representative for the teachers, or in accordance with the state plan outlined in Subd. 6b. Moreover, in those statutes, the teacher's continuing contract is not terminated; instead, the teacher is placed on unrequested leave of absence.

Minnesota Statutes 645.26, Subd. 4, *Termination of Contract After Probationary Period*, provides that, in the case of a contradiction, the most recent law prevails. Hence, Minnesota Statutes 125.12, Subd. 6a and Subd. 6b, takes precedence over Minnesota Statutes 122.46, *Officers and Teachers, Transitional Provisions*, Subd. 2. However, Minnesota Statutes 125.12 is not definitive. It has remained the responsibility of the courts to clarify the limits of school board powers with respect to the termination of continuing contracts for reasons of discontinuance of position, declining enrollments, and other causes outlined in Minnesota Statutes 125.12, Subd. 6, *Grounds for Termination*.

Court cases which have addressed the issue of terminating teacher contracts can be divided into five areas:

- (1) Continuing contract status as defined by the Minnesota Supreme Court;
- (2) Cause for termination of a continuing contract or placement on unrequested leave of absence;
- (3) Legal procedures for termination of continuing contracts or placement on unrequested leave of absence;
- (4) Status of probationary or non-tenured teachers; and
- (5) Scope of judicial review following school district proceedings.<sup>1</sup>

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<sup>1</sup>The decisions reviewed are all Minnesota Supreme Court decisions unless otherwise noted. Also, the word "tenure" as used in this paper is synonymous with the term "continuing contract" used in Minnesota Statutes 125.12, *Employment; Contracts, Termination*.

Continuing Contract Status as Defined by the  
Minnesota Supreme Court

Tenure is often referred to as a "right" acquired by teachers who have successfully completed a specified number of years of service in a school district. Although the statutes refer to "continuing contract rights," it is not an absolute right. School boards have the power to staff their schools in accordance with district needs. They can also dismiss a teachers for cause. In *Frisk, et al. v. Board of Education of the City of Duluth*, 75 N.W. 2d at 514 (1956), the concept was stated as follows:

[the tenure law] did not. . . impair the discretionary power with which school boards and school authorities are vested in order to make the best selections of teachers consonant with the public good when such powers are exercised within the boundaries of the act. The act does not in any sense have the effect of transferring from the school boards . . . to the teachers either the management, supervision, or control of our school system, as it has developed, since such powers have been vested in the school boards by other statutes for general operation and management.

Because continuing contract status was created by the Legislature, it can also be limited by that body, as in the case of school district reorganization. In 1970, the Minnesota Association of Public Schools, composed of public school board members and teachers' organizations, challenged the Minnesota Statute, Chapter 833, 1967, which required the dissolution of all school districts not maintaining both elementary and secondary schools, on the grounds that Chapter 833 unconstitutionally impaired the teachers' continuing contract rights. The Court reasoned to the contrary.

Since the Legislature has the sole jurisdiction to dissolve or modify a school district, the fact that such modifications or dissolution necessitates the termination of a teacher's contract does not make c. 833 an unreasonable means to the end which is sought to be accomplished. This court has recognized that although the teacher tenure law has the direct effect of rewarding qualified teachers with job security and minimizing the role that malice or political or partisan feelings might play in the hiring and dismissing of teachers . . . the tenure law was enacted primarily for the benefit and advantage of the public school system and the state. *Minnesota Association of Public Schools, et al. v. Kenneth Hanson, County Auditor of Otter Tail County, and Duane Mattheis, Commissioner of Education of Minnesota*, 178 N.W. 2d at 852 and 853 (1970).

Hence, continuing contract status is a limited right held by teachers, subject to regulation by the Legislature and the Courts. Possession of a continuing contract does, however, create a form of property right which, in accordance with the Fourteenth Amendment to the United States Constitution, cannot be taken from the tenured teacher without due process of law.

#### Cause of the Termination of a Continuing Contract or Placement on Unrequested Leave of Absence

Termination of a Continuing Contract. The legal causes for termination of a continuing contract are outlined in Minnesota Statute 125.12, Subd. 6, *Grounds for Termination*, as:

- (a) Inefficient;
- (b) Neglect of duty, or persistent violation of school laws, rules, regulations, or directives;
- (c) Conduct unbecoming a teacher which materially impairs his educational effectiveness;
- (d) Other good and sufficient grounds rendering the teacher unfit to perform his duties.

Minnesota Statutes, 125.12, Subd. 8, *Immediate Discharge*, outlines the grounds for immediate discharge of a teacher:

- (a) Serious acts of insubordination;
- (b) Neglect of duty; and
- (c) Inability to continue assigned duties.

Unrequested Leave of Absence. Placement on unrequested leave of absence may occur in the event of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. A continuing contract teacher is placed on unrequested leave and is entitled to reinstatement should a position occur in the district for which the teacher is qualified and to which he or she is entitled by reason of seniority. No fault is assigned to the teacher for loss of position.

Minnesota Statute 125.12, Subd. 6a and 6b relating to unrequested leaves, is unclear in at least five respects, however:

- (1) The term "position" is not defined.
- (2) There exists no standard teacher/pupil ratio by which to determine lack of pupils.
- (3) The phrase, "financial limitation" is not defined.
- (4) The procedure for granting unrequested leaves of absence in the event of school district consolidation is not clearly spelled out.
- (5) The legality of the affirmative action clause has not been established.

In *Ging v. Board of Education of the City of Duluth, Bunting v. Same* (7 N.W. 2d, 544, 1974), the court suggested that "position" be defined as "relative place, situation, or standing, specifically, . . . official rank or status." The court rejected definitions of position that were so narrowly defined as "teacher within a particular room, building, or division," or so broadly defined as "teacher of said school district." Nor could the board, in considering the position of elementary teachers, merely define position as that of an "elementary teacher:"

When a teacher has been assigned to the teaching of primary grades for a period sufficient to establish tenure rights, she should have priority over teachers from the intermediate or grammar grades notwithstanding the tenure rights of each are the same. *Ging*, supra, 7 N.W. 2d at 563.

The definition of "position" supplied in the *Ging* case was undisturbed for thirty-two years until challenged by *Foesch v. District No. 646*, 223 N. W. 2d 371 (1974). Foesch was a second grade teacher whose continuing contract had been terminated<sup>2</sup> due to decrease in student enrollment in the district. Both parties to the case questioned the *Ging* definition of "position" as Foesch maintained that her position was that of second grade teacher while the school board believed that her position was that of "elementary teacher," as stipulated in her contract, and asked that the division of elementary grades into primary, intermediate, and grammar divisions, as outlined in *Ging*, be overruled. The court was reluctant to overrule the *Ging* decision:

[to overrule]. . . is difficult for several reasons. First, we note that *Ging* was decided on the basis of an extensive record which presumably contained factual support for the classifications of "positions" that were established therein. Secondly, *Ging* was decided some 32 years ago. Since then the Legislature had modified the statutes relevant to tenure on numerous occasions. Yet the statutory language relating to position has remained intact. *Foesch*, supra, 223 N.W. 2d at 375.

In spite of its own reluctance to overrule *Ging*, the court did overrule that portion of the decision which classified teachers as primary, intermediate, and grammar, in light of the fact that such a division was no longer relevant to current practice. It then returned the decision as to whether Foesch was a "second grade teacher" or an "elementary teacher" to the district.

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<sup>2</sup> In accordance with earlier statutes, which did not provide for unrequested leave of absence.

Absent legislative clarification, we feel that the administrative tribunal is the proper forum to take testimony relative to what constitutes a teacher's "position" in light of today's practice. Such testimony should include that of expert witnesses on the specialized training and classification of teachers as such training and classification might have a bearing on what grades of students and types of subjects a tenured teacher might be qualified to teach, particularly as to the Appellant and her replacement. *Foesch*, supra, 223 N.W. 2d at 375.

Hence, to date, the definition of "position," as outlined in the *Ging* case is somewhat shaken, particularly in reference to elementary teachers, until such time as the Legislature or the courts make further clarifications, although "position" probably cannot be broadly defined as a "teacher in the district." Lack of clear guidelines, could cause problems for districts which wish to reduce the overall number of their teaching positions. Even if teachers' contracts are terminated in inverse order to that in which they were hired within fields of certification, the definition of what constitutes a position will be crucial, for it will determine the manner in which the seniority lines are drawn.

A second uncertainty relates to "lack of pupils" as a cause for teacher dismissal. The state does not require any particular teacher/pupil ratio, and there exists no standard by which to determine the validity of argument.

The exact meaning of the phrase, "financial limitations," is unclear as well. It should be assumed that in the event the board considers discontinuing positions on such grounds, it must be able to withstand careful examination of its financial decisions and allocative priorities. Questions could easily arise as to the extent of the financial limitations and whether they justify board action with respect to continuing contracts. Could a district, for instance, discontinue positions on financial grounds and maintain special or extra curricular programs?

A fourth area of uncertainty lies in the provision that "In the case of merger of classes caused by consolidation of districts . . . , the order in which teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence . . . shall be negotiable (emphasis added)." The provision does not make clear who negotiates; how a bargaining representative will be chosen; what becomes of previously negotiated individual district plans; or whether or not administrators are included in the plan.

Finally, questions are expected to occur regarding the affirmative action section of the act found in clause (c), Subd. 6b, *Unrequested Leave of Absence*, especially in light of

court cases outside the field of education which have focused on the conflict between seniority interests and federal affirmative action requirements in the event of a layoff. The conflict created by contradictory seniority and affirmative action contract provisions may eventually have to be resolved by the United States Supreme Court.

#### Legal Procedures for Termination of Continuing Contracts or Placement on Unrequested Leave of Absence

According to Minnesota Statutes, 125.12, *Employment; Contracts, Terminations*, a continuing contract teacher is permitted due notice and a hearing if the teacher is to be terminated or placed on unrequested leave of absence. Presumably, this would also apply when the grounds are "merger of classes caused by consolidation of districts." The hearing procedures are outlined in Minnesota Statute 125.12, Subd. 9, *Hearing Procedures*, and Subd. 10, *Decision* [see Appendix 1].

Whenever school boards have failed to follow the notice, hearing, and decision procedures outlined in the statutes, the courts have supported teacher claims. In *Zeller v. Prior Lake Public Schools*, 108 N.W. 2d 302 (1961), a board notified a teacher that her contract would be terminated at the close of the school year and also advised her that a request to hearing would be of little use as the board was firm in its decision. The teacher requested that the matter be "reconsidered" in a letter to the superintendent. The Court ruled that the letter constituted a request for a hearing and ordered the school board to provide her with one.

In the *Fisher* case, a teacher was given less than twenty-four hours notice as to when her termination hearing would occur. The Court ruled that a hearing must be a "meaningful process," and that teacher and counsel must be given time to prepare adequately. The board was ordered to reinstate the teacher, on tenure. *Fisher v. Independent School District No. 118*, 215 N.W. 2d 65 (1975).

Minnesota Statutes 125.12, Subd. 10, *Decision*, requires that board decisions be based on findings of fact. In *Morey v. Board of District No. 492*, 128 N.W. 2d 302 (1964), the Court argued:

In a case such as the present one, where a school board, acting in a quasi-judicial capacity, might have based its resolution on any or all of several grounds, findings of fact are vital to prevent substitution of the reviewing court's judgment for that of the school board. *Morey*, supra, 128 N.W. 2d at 307.



Despite its quasi-judicial status, the board does not have to adhere strictly to court procedures in the conduct of a hearing. In *State of Minnesota ex rel, Holton v. School District No. 84*, 22 N.W. 2d 277 (1974), a school principal, during a school board hearing on the pending termination of his continuing contract, refused to take the stand on the grounds that he could not be compelled to testify against himself and that the board was required to present its case before he presented his case [see Appendix 1: Minnesota Statute 125.12, Subd. 9, *Hearing Procedure*]. At that point, the board terminated the hearing and decided against the principal. The principal appealed. The Minnesota Supreme Court, after reviewing the evidence which the school board had presented in support of its decision to terminate Holton's contract,<sup>3</sup> found that there was sufficient evidence for his discharge:<sup>3</sup>

We are of the opinion that Holton was afforded an adequate hearing and that his refusal to submit to adverse examination justified the board's action in concluding the proceedings. . .we do not hold school boards in termination hearings to the same strict rules we require of trial courts. . .Although the fairness of a hearing before a tribunal which may have already decided the outcome is at first blush questionable, the object of such proceedings under Section 125.12 is not so much to reach a wholly impartial decision as it is to ventilate the grounds for terminating the contract and create a record for judicial review. *Holton*, supra, 22 N.W. 2d at 282.

Where a school board attempts to evade the continuing contract law completely by hiring a teacher as a "substitute" for a period of years, the Court will fend for the teacher. In *Perry v. School District No. 696*, 210 N.W. 2d 283 (1973), the school board in question had a policy not to hire married women teachers except as substitutes when no male or single female teacher could be found instead. Subsequently, Perry, a certified, married, elementary teacher, was hired for three consecutive years as a "long-term substitute." No question arose as to the adequacy of her performance. Nevertheless, her contract was not renewed at the close of the third year. The court ruled that the school board had utilized its policy solely to avoid giving tenure to married women in circumvention of

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<sup>3</sup>This is an unusual decision for two reasons. Not only was the board allowed to deviate from clearly expressed Statutory procedure without being ordered to grant a new hearing to the Appellant, but the Court also involved itself in the specifics of the case, which, as shall be demonstrated in a following section, is an involvement which the Court has often spoken directly against.

Minnesota Statutes 125.12, *Employment; Contracts, Terminations*; that Perry had not been offered a choice between a substitute or regular contract; and that Perry must therefore be offered a continuing contract. The Court declined to rule on the Fourteenth Amendment aspects of the board's policy toward married women teachers, an issue raised by the plaintiff.

Another case involving a substitute teacher has implications for the nontenured teacher as well. *Marolt v. School District No. 695*, 217 N.W. 2d 212 (1974) involved a young man who had been hired by a school board to replace a teacher who entered military service. Under the provisions of 192.261, Subd. 2, a public employee who entered military service notified the school board that he intended to return to his former position upon his impending discharge. The board terminated Marolt's contract on the grounds that his position had been discontinued. Marolt challenged the board's decision on the grounds that he had acquired continuing contract rights. The Court agreed that he had acquired such rights, even though he had been hired on the understanding that he was only replacing the teacher in the military service. Furthermore, the Court noted that nontenured teachers had been retained on the staff in positions which Marolt was qualified to hold when his position was discontinued. The Court concluded:

This question has not been decided by the court. . . .  
125.12 is intended primarily to protect a teacher  
who has entered upon continued contractual service. . . .  
Therefore, we hold that respondent school board, upon  
concluding that there was a justifiable need for the  
discontinuance of an English teacher position, could  
not terminate a tenure teacher and retain a nontenure  
teacher to fill a position for which the tenure  
teacher was qualified. *Narikt*, supra, 217 N.W. 2d  
at 216.

The case was returned to the school board to determine which of the nontenured English teachers would be dismissed in place of Marolt. In summary tenure, or continuing contract status, is the guarantee of certain statutory procedures prior to changing the status of the contract.

#### Status of Probationary and Nontenured Teachers.

Minnesota Statutes 125.12, Subd. 6b, *Unrequested Leave of Absence*, provides that the probationary teacher will be the first to be granted unrequested leave of absence, except when such action would place the district in violation of affirmative action guidelines; and that the probationary teacher will be reinstated only after all continuing contract teachers on unrequested leave have returned to positions for which they are qualified.



Minnesota Statutes 125.12, Subd. 3, *Probationary Period*, entitles the probationary teacher to written notice of contract nonrenewal prior to April 1 and, upon request by the teacher, a written statement of the school board's reasons for dismissal within ten days, including a statement that the teacher had been furnished with appropriate supervision. The law does not require that the school board conduct a hearing.

In a subsequent case, the Court ruled that a contract nonrenewal is valid even though the letter which states the reasons for nonrenewal has not been approved at a regular meeting of the school board. *Shell v. District No. 811*, 223 N.W. 2d 744 (1974).

The Court also has upheld the right of school boards to terminate the contracts of probationary teachers without a hearing. In *Pearson v. School District No. 716*, 188 N.W. 2d 776 (1971), the Court stated:

. . . A proper distinction between the two classes of teachers is made in granting a hearing to a tenured teacher whose contract is terminated by a school board and denying a hearing to a probationary teacher whose contract is not renewed. *Pearson*, supra, 188 N.W. 2d at 779.

The United States Supreme Court has specified one condition under which a probationary teacher must be granted a hearing--when the teacher can demonstrate that he or she has been deprived of liberty or property protected by the Fourteenth Amendment. In *Board of Regents of State Colleges v. Roth*, 92 S. Ct. 2701 (1972), the Court remarked:

. . . Where a person's good name, reputation, honor or integrity is at stake because of what the government is doing to him notice and an opportunity to be heard is essential. *Roth*, supra, 92 S. Ct. at 2709.

In light of the Roth case, school boards would be advised to include only professional considerations in its written reasons for contract nonrenewal, and to avoid charges which might be construed as damaging the teacher's good name, reputation, honor, or integrity.

Scope of Judicial Review. Minnesota Statutes, 125.12, Subd. 11, *Judicial Review*, provides for a judicial review of school board proceedings relative to termination of teacher contracts or placement of teachers on unrequested leave of absence. The courts have limited the scope of their review to three areas: (1) jurisdiction of the board; (2) regularity of its proceedings; and, (3) the merits of the controversy.

In the *Ging* case, mentioned earlier, the Court described its "limited jurisdiction," which is:

. . . necessarily confined to questions affecting the jurisdiction of the board, the regularity of its proceedings, and, as to the merits of the controversy, whether the order or determination in a particular case was arbitrary, oppressive, unreasonable, fraudulent, under an erroneous theory of law, or without any evidence to support it. A court cannot put itself in the place of the board and try the matter de novo, and substitute its findings for those of the board. *Ging*, supra, 7 N.W. 2d at 556.

Judicial review of administrative procedures is especially significant since administrative bodies "serve in the triple capacity of complainant, prosecutor, and judge." Hence, the Court continued in *Ging*,

This anomaly in procedure makes it vitally necessary that in reviewing administrative decisions, courts zealously examine the record with a view to protecting the fundamental rights of the parties, least the rule against arbitrariness and oppressiveness become a mere shibboleth. . . *Ging*, supra, 7 N.W. 2d at 553.

Despite its powers of review, the Courts have refrained from substituting its findings for those of the board, or from trying a matter de novo.

In the *Pearson* decision, the Court reasoned:

We must also be controlled by well-established authority which recognizes that it is the duty of the courts, regardless of personal views or individual philosophies, to uphold regulations adopted by administrative authorities unless those regulations are clearly arbitrary or unreasonable. Any other approach would result in confusion detrimental to the management, progress, and efficient operation of our public school system. . . This court cannot substitute its judgment for that of the school board. . . As amicus curiae points out, to do so would divest the school board of the authority which was granted to it by the legislature and make the court an additional member of every local school board in the state. *Pearson*, supra, 188 N.W. 2d at 779.

Summary. Based on the material presented, the following summary is in order:

- Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, passed in 1974, will prevail as the standard for staff reduction in the event of declining enrollments and school district consolidations, in spite of the fact that other sections of the statutes are in conflict with the new law.

- Continuing contract status is a condition created by the Legislature and may be modified as necessary. The modification of the continuing contract law, or of school district boundaries, will not result in an unconstitutional impairment of contracts.

- Causes for termination of continuing contracts or for placing teachers on unrequested leave of absence are outlined in the Minnesota Statutes 125.12, *Employment; Contracts, Terminations*, but certain terms in the law remain imperfectly defined by either the legislature or the courts.

- The order in which teachers are to be placed on unrequested leave of absence in the event of consolidation of school districts is negotiable, and need not be governed by seniority, as is the case in other staff reduction situations.

- Procedures which must be followed when terminating a continuing contract, or when placing a teacher on unrequested leave of absence, are well defined in Minnesota Statute 125.12, *Employment; Contracts, Termination*. The courts will not tolerate variance from these procedures on the part of school boards.

- School boards are not, however, expected to adhere to the strict protocols of criminal or civil proceedings. A spirit of fairness is required.

- The Minnesota Supreme Court has decided that a tenured teacher's contract may not be terminated while a probationary teacher remains in a position to which the tenured teacher is entitled.

- Probationary teachers are entitled to a statement of reasons for which their contract was not renewed. They are not entitled to a hearing.

- The guarantee of the hearing is the clear line of demarcation on distinguishing the continuing contract teacher from the probationary teacher.

- The Court is reluctant to substitute its judgment from that of the school board. In accordance with the statutory division of powers, it will examine administrative procedures and will render opinion as to whether the school board's decision was arbitrary, oppressive, unreasonable, fraudulent, erroneous, without evidence, or outside its legal jurisdiction; it will not, however, conduct a rehearing. If the court discovers any irregularities, it will generally return the case to the school board for further consideration.

CONTRAST BETWEEN MINNESOTA STATUTE 125.12, SUBD. 6a,  
Negotiated Unrequested Leave of Absence,  
AND SUBD. 6b, Unrequested Leave of Absence,  
AND MINNESOTA STATUTE 179.61, The Public  
Employment Labor Relations Act of 1971

### Introduction

Like all organizations representing public employees in the state of Minnesota, teacher organizations are subject to the regulations outlined in Minnesota Statutes 179.61 to 179.76, *The Public Employment Labor Relations Act of 1971* [See Appendix 2]. Teacher organizations are also subject to the 1974 Minnesota Statute 125.12, Subd. 5a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, described previously. This section of the paper will summarize key provisions in the *Public Employment Labor Relations Act of 1971* noting areas of conflict with the provision for unrequested leaves of absence in Minnesota Statutes 125.12 as well as methods by which those conflicts could be resolved.

### Summary of Public Employment Labor Relations Act

*The Public Employment Labor Relations Act of 1971* contains the following provisions relative to education:

- Teachers, principals and assistant principals, and confidential employees are distinguished as separate groups.
- The means of selecting an exclusive representative for all teachers in a district are outlined.
- The scope of negotiations is outlined.
- Teacher groups, but not principals and assistant principals, or confidential employees, are granted a limited right to strike.
- Conflict resolution is provided by binding arbitration which must be entered by the teachers and the board. In the event that the board refuses to submit to binding arbitration or comply with the results of the binding arbitration, the teachers may resort to strike.
- Penalties for an illegal strike are given. Teachers who engage in an illegal strike lose their right to employment or, if rehired, are subject to the loss of tenure rights. Teachers may not receive pay for any of the days on which they were on strike. A union found to have encouraged an illegal strike loses its status as the exclusive representative in that district and may not be recertified for the period of two years.
- Hearing procedures, by which the board may determine if certain teachers were in violation of the law, are provided.

Contrast Between Minnesota Statutes 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, and Minnesota Statute 179.61-76, *The Public Employment Labor Relations Act of 1971*.

An examination of the two statutes reveals areas of apparent conflict. Minnesota Statutes 645.26, Subd. 4, *Laws Passed at Different Sessions*, cited earlier, provides that in the case of conflict, "the law latest in the date of final enactment shall prevail," in this case, Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*. However, some conflicts are not due to specific contradictions in language but rather, to language omissions, which makes application of Minnesota Statutes 645.26, Subd. 4, *Laws Passed at Different Sessions*, difficult.

Following is a discussion of five areas in which the two statutes conflict or do not clearly coincide.

Bargaining Units. The most salient provisions relating to bargaining units are as follows:

Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*.

The school board and the exclusive bargaining representative of the teachers may negotiate a plan providing for unrequested leave of absence without pay or fringe benefits for as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations or merger of classes caused by consolidation of districts. . . .

Minnesota Statute 179.63, *Definitions*, Subd. 17.

"Appropriate Unit" or "unit" means a unit of employees, excluding supervisory employees, confidential employees and principals and assistant principals, . . . and in the case of school districts, the term means all the teachers in the district.

In light of the definition of "unit" in Minnesota Statute 179.63, Subd. 17, the negotiations process described in Minnesota Statute 125.12, Subd. 6a would appear to exclude principals, assistant principals, and supervisory personnel. An Attorney General's opinion (November, 1975) provided some clarification in ruling that the negotiated plan referred to in Minnesota Statute 125.12, Subd. 6a, encompasses all certified district employees including administrators.

Placement of Teachers on Unrequested Leave of Absence in the Event of Consolidation.

Minnesota Statute 125.12, Subd. 6b, *Unrequested Leave of Absence*.

. . . In the case of merger of classes caused by consolidation of districts. . . the order in which teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are certified shall be negotiable. [Emphasis added.]

Negotiable with whom, and when? Presumably, the negotiations would commence *after* the consolidation of the districts involved had legally taken place. Any staff reduction plans which might have been agreed upon before consolidation would be superseded by the staff reduction plan drawn up by the new district. This, however, is not specified in the law; nor does the law specify the method by which an exclusive bargaining representative will be selected following consolidation, a potentially difficult task if the districts had been represented by rival teacher organizations.

If the provisions of Minnesota Statute 179.67, *Exclusive Representation; Elections; Recertification*, were involved, negotiations could not take place until a new exclusive representative had been certified. The likelihood of such a delay might discourage districts from consolidating.

Finally, the status of teachers' continuing contract rights and seniority in the event of consolidation is unclear. Minnesota Statutes 125.12, Subd. 4, *Termination of Contract After Probationary Period*, Provides that "a teacher who has completed his probationary period in any school district. . . shall have a continuing contract with such district" [Emphasis added]. The law does not specify whether continuing contract rights, and the degree of seniority contained therein, carry over when two district consolidate, or whether teachers begin employment in the newly created district with equal seniority.

The issue of combining seniority lists when organizations consolidate has arisen often in the private sector. One case, *Fischer et al v. Guaranteed Concrete Company*, 151 N.W. 2d 266 (1967), illustrates the thinking of the Minnesota Supreme Court on the matter. The case involved the purchase of a smaller company by a larger company, and a move by employees of the smaller company to transfer their seniority to the new company on the basis of their length of service to the smaller company. This move was opposed by employees of the larger company, and the union, which represented both groups, took a neutral position. The Court, finding no language in the purchase agreement relating to employees' seniority, ruled against the employees from the smaller company. A similar situation could occur in the consolidation of a small district with a larger district.

Binding Arbitration and Seniority Rights Following Consolidation. Minnesota Statute 125.12 Subd. 6a, *Negotiated Unrequested*



### *Leave of Absence*

. . . The provisions of section 179.72 shall not apply for the purposes of this subdivision (emphasis added).

This savings clause with respect to binding arbitration is included in Subd. 6a but not in Subd. 6b, *Unrequested Leave of Absence*. Consequently, there is no reason why the provisions of Subd. 6b, including the matter of negotiations following consolidation, must be excluded from binding arbitration. As such, unrequested leave of absence plans under Subd. 6b could be a cause for a strike under the general guidelines of *The Public Employment Labor Relations Act of 1971*.

### Scope of Negotiation.

Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and 6b, *Unrequested Leave of Absence*.

The school board and the exclusive bargaining representative of the teachers may negotiate a plan providing for unrequested leave of absence without pay or fringe benefits for as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by Minnesota Statute 125.12, Subd. 6b, *Unrequested Leave of Absence*, consolidation of districts. . . in the case of merger of classes caused by consolidation of districts; or in the case of equal seniority, the order in which teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are certified shall be negotiable.

Minnesota Statute 179.63, *Definitions*, Subd. 18.

The term "terms and conditions of employment" means the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits, and the employer's personnel policies affecting the working conditions of the employees. In the case of professional employees the term does not mean educational policies of a school district. The terms in both cases are subject to the provisions of section 179.66 regarding the rights of public employers and the scope of negotiations.

Minnesota Statute 179.66, *Rights and Obligations of Employees*.

A public employer is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall

budget, utilization of technology, the organization structure and selection and direction and number of personnel [Emphasis added].

There are, under government regulation, three broad areas within the scope of negotiations: mandatory, permissive, and prohibited. Mandatory areas include salaries and other relevant terms and conditions of employment on which employers are required to meet and negotiate. Permissive areas are those on which employers may or may not meet and negotiate at their discretion. Prohibited areas include subjects reserved by law for executive decision.

Minnesota Statute 179.66, *Rights and Obligations of Employees*, includes selection and direction and number of personnel as subjects which are permissive within the scope of bargaining. Minnesota Statutes 125.12, Subd. 6a and 6b, however, has made negotiations on seniority mandatory in the event of "discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation," thus appearing to further delimit the prerogatives of administrative agencies.

#### Applicability of the Agreement Once Reached.

Minnesota Statute 125.12, Subd. 6a, *Negotiated Un-requested Leave of Absence*.

The school board and the exclusive bargaining representative may negotiate a plan providing unrequested leaves of absence. . . Failing to successfully negotiate such a plan by the beginning date of a new master contract, the provisions of subdivision 6b shall apply. The provisions of section 179.72 shall not apply for the purposes of this subdivision.

Minnesota Statute 179.63, *Definitions*, Subd. 16.

"Meet and negotiate" means the performance of the mutual obligations of public employers and exclusive representatives of public employees to meet at reasonable times, including where possible meeting in advance of the budget making process, with the good faith intent of entering into a agreement with respect to terms and conditions of employment; provided, that by such obligation neither party is compelled to agree to a proposal or required to make a concession.

In accordance with these two laws, school boards may vary from the terms of the negotiated plan and substitute modifications of their own when circumstances force them to do so. If this should become the case, neither the provisions of Subd. 6b, which may be invoked when an agreement cannot be



reached before the beginning of a new master contract date, nor the provisions of a request for binding arbitration, will apply. Therefore, were the Legislature or State Board to pass new regulations relating to such topics as affirmative action programs, staff integration plans, or new school district consolidation measures, or, if unusual circumstances arose in the district, the board could modify the negotiated plan or act outside its boundaries. The only recourse available to teachers would be to request new negotiation sessions to consider a new plan under the altered circumstances.

The unrequested leave of absence plan, as outlined in Subd. 6b, would be more difficult for a board to modify because it is legislatively mandated. School boards would need clear legislative authority to vary from its terms.

A United States Appeals Court decision illustrates a circumstance in which a contractual agreement may be broken. The case arose in Newark, New Jersey, where the board had negotiated a plan with the bargaining representative of the teachers which stipulated that the positions of principal and vice principal would be filled on the basis of competitive examinations. Persons desiring to be promoted would be placed on a list in numerical ranking according to their test performance. Subsequently, the Newark board determined that the presence of large enrollments of minority children in the schools presented a need for more minority personnel in principal and vice principal positions, and proceeded to fill vacancies on the basis of recommendations of a selection committee. The teachers organization brought action and the court ruled:

Faculty selection must remain for the broad and sensitive expertise of the school board and its officials. . . notwithstanding an existing employment agreement where subsequent conditions make impossible a literal performance of all its terms. The essence of the modern defense of impossibility is that the promised performance was at the making of the contract, or thereafter became, impractical owing to some extreme or unreasonable difficulty or the like. . . *Porchelli v. Titus*, 261 A 2d 364 at 368 (1969).

The following sections do not conflict, but are included for discussion because of their importance.

#### Strikes and Penalties.

##### *Minnesota Statute 125.12, Subd. 4, Termination of Contract After Probationary Period.*

A teacher who has completed his probationary period in any school district, and who has not been discharged or advised of a refusal to renew his contract pursuant to Subd. 3, shall have a continuing contract with such district.

Minnesota Statute 179.64, *Strikes; Prohibition; Penalties.*

A public employee who knowingly violates the provisions of this section and whose employment has been terminated pursuant to this section, may, subsequent to such violation, be appointed or reappointed, employed or reemployed, but the employee shall be on probation for two years with respect to civil service status, tenure of employment, or contract of employment, as he may have theretofore been entitled. [Emphasis Added].

In light of Minnesota Statutes 179.64, Subd. 4, a teacher strike over the issue of seniority rights would be unprofitable. If the Court ruled that the strike was illegal, teachers might be terminated or, if reappointed, would be placed on probationary status, thus losing their continuing contract rights.

Following the Minneapolis teachers strike in 1970, the Attorney General delivered an opinion regarding a section of Minnesota Session Laws, 1965, Chapter 838, worded exactly like the section of Minnesota Statutes 179.64, Subd. 4, quoted above. According to the Attorney General, the law "clearly deprives a striker of tenure rights," but was not meant to "penalize striking employees unreasonably," as by reducing their salary below that commensurate with degrees earned.

Hearings Which Follow a Strike.

Minnesota Statute 125.12, Subd. 9, *Hearing Procedures*  
[see Appendix 1 for a full description of the hearing procedures for the termination of a continuing contract.]

Minnesota Statute 179.64, *Strikes; Prohibitions; Penalties.*

Notwithstanding any other provision of law, any public employee who violates the provisions of the section may have his appointment or employment terminated by the employer effective the date the violation first occurs. . .

Minnesota Statute 179.64, *Strikes; Prohibition; Penalties.*

For the purposes of this subdivision an employee who is absent from any portion of his work assignment without permission, or who ~~abstains~~ wholly or in part from the full performance of his duties without permission from his employer on the date or dates when a strike occurs is prima facie presumed to have engaged in a strike on such date or dates. [Emphasis added].

Minnesota Statute 179.64, *Strikes; Prohibitions; Penalties*, Subd. 5.

Any public employee, upon request, shall be entitled, as hereinafter provided, to establish that he did not violate the provisions of this section. Such request must be filed in writing with the officer or body having the power to remove such employee, within ten days after notice of termination is served upon him; whereupon such officer, or body, shall within ten days commence a proceeding at which such person shall be entitled to be heard for the purpose of determining whether the provisions of this section have been violated by such employee, and if there be laws and regulations establishing proceedings to remove such public employee, the hearing shall be conducted in accordance therewith. [Emphasis added].

These sections provide that, when hearings are conducted pursuant to Minnesota Statute 179.64, procedures must be followed as outlined in Minnesota Statutes, 125.12, *Hearing Procedures*, or Minnesota Statute 125.17, *Teacher Tenure Act: Cities of the First Class; Definitions*. However, unlike hearings in which the school board is attempting to terminate a teacher contract for cause or discontinuance of position, the burden of proof is a hearing conducted to determine teacher participation in an illegal strike rests with the teacher, not the board.

In an opinion rendered following the Minneapolis Teachers' Strike, the Attorney General presented a five-part interpretation of the law.

Under the provisions of [PELRA], the burden is on the teacher to establish that he did not violate the no-strike law. . . [From a study of the law], a number of things become apparent: (1) the burden of initiating the hearing is on the teacher; (2) the hearing must be conducted under the procedural guidelines broadly set forth in Minnesota Statutes, 1967, Section 125.17, and the common law as a civil matter; (3) the burdens of persuasion and proof that the teacher did not strike are on him; (4) the teacher need not overcome his burdens "beyond a reasonable doubt," he need do so only by establishing his non-striker status by a preponderance of the evidence; and (5) the teacher's burden is met by a prima facie showing if no rebuttal evidence is offered. . . However, doubts as to whether a teacher has presented sufficient evidence to carry his ultimate burden must be resolved against him. Attorney General Opinion, 270-D, Pg. 11, April 29, 1970.

Summary. Based upon the foregoing discussion, the following summary is in order:

- Until such time as the two laws discussed in this paper are brought into more substantial agreement, the omissions and conflicts in the two provisions will generate confusion in districts faced with necessary staff changes.
- Neither law, particularly Minnesota Statute 125.12, Subd. 6a and Subd. 6b will serve as an impetus for positive change with respect to school district organization.
- If it becomes the intention of the legislature to stimulate school district reorganization to achieve greater economy and efficiency, certain changes in the law should be considered. Such changes might include, but are not limited to, the following:
  - A. In Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, include explicit recognition of supervisory personnel, principals and assistant principals, and confidential employees, and permit them to negotiate staff reduction plans.
  - B. In Minnesota Statute 125.12, Subd. 6b, *Unrequested Leave of Absence*, remove the special provision relating to teachers and school district consolidation.
  - C. In Minnesota Statute 125.12, provide a new subdivision devoted to consolidation situations which would require (1) that teachers' continuing contract rights and seniority would be transferrable from the district in which they had been teaching to the new consolidated district; (2) that an election be held in advance of consolidation to determine the exclusive bargaining representative upon consolidation; and (3) that a staff reduction plan for the consolidated district be developed at the earliest possible date following the election of the bargaining representative.
- Permit some form of conflict resolution in Minnesota Statutes 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, other than automatic reversion to the state plan outlined in Subd. 6b, thus encouraging the teachers and the board to develop an unrequested leave of absence plan which will best fit their community and the prevailing circumstances. No conflict resolution procedure should permit strikes.
- In Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, provide a means by which the unrequested leave of absence plan might be altered or renegotiated as circumstances require.
- Revise Minnesota Statutes 125.12, Subd. 9, *Hearing Procedures*, to incorporate hearings held to determine no-strike status.

CURRENT PROCEDURES FOR IMPLEMENTING MINNESOTA STATUTES  
125.12, SUBDIVISION 6a, *Negotiated Unrequested Leave*  
Of Absence AND SUBDIVISION 6b, *Unrequested Leave*  
of Absence

## Introduction

Despite contradictions and confusion in the law, school districts have proceeded to negotiate and implement plans governing the process of unrequested leave of absence. The third section of this paper will (1) describe the process of implementation in general; (2) compare and contrast four negotiated leave plans; and (3) examine a recent Attorney General's opinion addressing key questions which have emerged during the implementation process.

## The Process of Implementation

Interviews with representatives of the Minnesota Education Association (MEA) and the Minnesota School Boards Association (MSBA); state legislators, legislative staff members, and professional labor negotiators reveal the following picture with regard to the statewide development of negotiated plans for unrequested leave of absence:

- Approximately one-third of the school districts of the state have negotiated their own unrequested leave of absence plans under the provisions of Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*. The remaining districts, some of which have not faced staff reduction needs, are abiding by the so-called state plan outlined in Subd. 6b, *Unrequested Leave of Absence*. This assessment does not include the large group of teachers employed by cities of the First Class for whom the option does not exist, governed as they are by Minnesota Statute 125.17, *Teacher Tenure Act, Cities of the First Class; Definitions*.
- The negotiated plans vary in scope. Some are close adaptations of the state plan, clarifying only minor details. Others are relatively detailed.
- Neither the MSBA, which analyzes all district contracts in the state each year, nor the labor negotiators were aware of a single negotiated plan which does not use seniority as the central concept in staff reduction. There are no known plans utilizing merit except under the limited circumstances in cases of equal seniority, and these are few in number.
- School boards which have proposed a staff reduction plan based on criteria other than seniority have met with opposition, and teacher groups have, instead, decided in favor of the state plan. Because of the automatic reversion provision, and because the law stipulates that agreement must be reached by a given date, the question of a negotiated plan has not been the focal point of protracted disagreement in any district in the state.

- The most serious difficulties arising from the field seem to involve the question of "bumping"--whereby a teacher or principal, certified but not recently teaching in a subject field, can assume the position of a less senior teacher currently in the subject field. The problem is especially pronounced in the case of life certificate holders since life certificates contain broad certification classifications which are exempted from further state regulation or up-dating by the Minnesota Statutes 125.181-125.187, *Professional Practices Act of 1973*.

- Although the potential exists, no litigation has commenced by teachers who have been laid-off under the seniority provisions of a negotiated plan or under 6b.

- Innumerable questions have arisen in the implementation of the law involving specific situations in individual districts. Some of these questions were included in an inquiry to the Attorney General of the State of Minnesota, who issued an opinion on them in November, 1975. This opinion will be discussed at length later in this report.

#### Similarities and Differences Among Negotiated Staff Reduction Plans

Four negotiated plans for unrequested leave of absence were examined for similarities and differences. All of the plans were contained in 1975-77 master agreements. The school districts represent different areas in the state, and vary considerably in size.

The plans were similar in four major respects:

1. All four contracts use seniority as a basis for placing teachers on unrequested leave of absence, when such action becomes necessary.
2. All four contracts provide that only full-time teachers will be considered on the seniority lists--an omission in the law. Three of the contracts attempt to make some provision for the part-time staff.
3. All four contracts specify a manner in which the seniority list will be drawn up; requires that it be made available to the teachers; and, provides a means by which teachers may challenge the decision.
4. There is apparently concern that districts could spend a great deal of time attempting to locate teachers who become eligible for reinstatement. Therefore, the responsibility for informing the district of where to reach the teacher on leave is placed on the teacher in all four contracts. The state plan allows the teacher thirty days to respond to a recall. Three of the negotiated plans shorten this period considerably. All four contracts terminate teacher's reinstatement rights, and their leave status, upon failure to respond. These procedures speed the process of reinstatement, and also give greater opportunity to other teachers to fill given positions, should more senior teachers not want them.



The plans differed in at least five respects:

- The means by which ties are broken vary considerably. One plan resorts to the flip of a coin, one relies on lane placement, one resolves the matter by favoring the lowest certificate number, presumably favoring the older teacher, and one leaves the final decision to the discretion of the school board on a number of criteria illustrating the closest approximation to a merit decision in any of the contracts.
- Two plans attempt to define a "qualified teacher" in an effort to solve the bumping problems described earlier.
- Once a teacher has been notified of the district's intent to place him or her on unrequested leave, it becomes the responsibility of the teacher, in one contract, to decide who to bump. That teacher then can bump someone else, in turn. One can envision a sort of domino effect occurring in the district whenever staff reductions become necessary. Perhaps some attention should be given to the staff relations, such a plan would foster in a district where it was implemented.
- The question of a hearing afforded to a teacher who is about to be placed on unrequested leave is not addressed in two contracts, although the provisions of Minnesota Statute 125.12, Subd. 4, *Termination of Contract After Probationary Period*, may be construed to apply. One negotiated plan requires a hearing if the teacher requests it, and one plan specifically waives a hearing when placing teachers on unrequested leave.
- Finally, although the state plan allows for two years of unrequested leave of absence, two contracts lengthen this period, one to four years at the discretion of the teacher, and one to six years.

The Attorney General's Opinion Regarding Minnesota Statute 125.12, Subdivision 6b, *Unrequested Leave of Absence*

In 1975, the law firm of Peterson, Popovich, Knutson and Flynn submitted a number of questions to the Attorney General which had arisen during the implementation of Minnesota Statute 125.12, Subd. 6b. The Attorney General's response<sup>4</sup> provides the only legal interpretation to date since no court decisions have been rendered relative to the statute. A number of important principles emerged from the opinion and are outlined below:

Determination of Seniority. The first cluster of questions submitted relate to the order in which teachers shall be placed on unrequested leave. 125.12, 6b (b) requires that they be placed on leave in, "The inverse order in which they were employed by the school district." Questions arose as to whether this employment stemmed from the date the teaching contract was

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<sup>4</sup>State of Minnesota, Office of the Attorney General, Opinion #3328. November 20, 1975.

signed or from the first date of actual service to the district. Although one of the negotiated contracts in the proceeding section uses the date of signing as the critical date, the Attorney General specified that "employment" for the purposes of seniority would begin on the first date of actual service. This decision therefore results in many ties in length of service in school districts since most teachers begin their employment in a district at the opening of the school year.

Interruption of Employment. Teachers whose service has been interrupted by resignation and return count their employment from the date of resumption of service. This is not the case, however, when teachers have been granted an approved leave of absence, sabbatical leave or, have been placed on unrequested leave of absence. In these cases, employment has not been interrupted and seniority rights accrue from the original date of service.

Part-time Teachers. An omission in the law involved teachers who are less than full-time with respect to seniority. Therefore, a number of questions in the opinion are addressed to this omission. Having no specific guidance from the statutes to the contrary, the Attorney General again specified that the critical date was the first date of employment whether or not subsequent service was on a full or part-time basis. This principle was even applied to substitutes teaching on a continuous basis within a district.

Hearings. The Attorney General stated that teachers who will be placed on unrequested leave do have a right to a hearing according to procedures outlined in Minnesota Statute 125.12, Subd. 4, *Termination of Contract After Probationary Period*.

Seniority Ties. The law stipulates that the method of breaking ties in cases of equal seniority shall be negotiable. The Attorney General thus declared this question to be a mandatory subject of negotiation, and not one which could be unilaterally decided by the board. Further, even if both the exclusive bargaining representative and the board agree, such methods as flipping a coin are "arbitrary and capricious because they bear no rational relationship to the nature of the decision to be made."<sup>5</sup>

Bumping. The Attorney General noted that the law made no distinction between teachers and supervisory personnel. Therefore, "Where two 'teachers' are certified to serve. . . the date of employment by the district and not the time spent in the certified area" is the determinant of seniority.

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<sup>5</sup>State ex. re. Ging, supra, 7 N.W. 2d 544.



Rights of Teachers on Unrequested Leave of Absence. With respect to teachers who are on leave of absence, the Attorney General determined that they have legal right to notification of all positions for which they are certified, including those positions for which they become qualified during the course their leave of absence. Their rights to reinstatement do not terminate even if they fail to respond to a notification that a position is available to them.

Use of Both Subdivisions 6a and 6b. Finally, the question was asked as to whether districts which have adopted their own negotiated plans under Subdivision 6a may also rely on Subdivision 6b to fill in the gaps in their own plans. The Attorney General noted that there was "no provision in either subdivision for application of both subdivisions at the same time."

The Attorney General's opinion has filled some, but not all, of the vacant areas in the law. The opinion now controls those areas not sufficiently covered by the statutes until superseded by a court decision or by amendments to the statutes.

Conclusion: Suggested Changes in the Law. In light of problems, contradictions and confusions inherent in Minnesota Statute 125.12, Subd. 6a and Subd. 6b, the remainder of this paper will describe and discuss model legislation proposed by the Minnesota School Boards Association to replace or supplement aspects of the current law.<sup>6</sup>

The existence of two provisions Subdivision 6a and Subdivision 6b, is supported by teacher organizations and seems to allow for local flexibility. However, Subdivision 6b, *Unrequested Leave of Absence*, should be repealed and rewritten. The following language is suggested.

### *Definitions*

Subd. 1. For purposes of this policy, the terms defined shall have the meaning respectively ascribed to them.

Subd. 2. "Teacher" means a principal, supervisor, classroom teacher and any other professional employee required to hold a certificate from the State Department except superintendent and assistant superintendent.

Discussion. Separate principals and assistant principals from teachers. For the sake of consistency, use the definitions given in the Public Employment Labor Relations Act. See 179.63,

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<sup>6</sup>From Minnesota School Board Association, Suggested Unrequested Leave of Absence and Seniority Agreement, St. Peter, Minnesota, 1976.

*Definitions*, Subd. 13 and Subd. 14. This suggestion is consistent with the fact that principals and assistant principals are empowered to form a separate bargaining unit under 179.65, *Rights and Obligations of Employees*, Subd. 6.

Subd. 3. "Qualified" shall mean a teacher who, in addition to the state certificate, has a major in the subject matter of field taught, and has successfully had teaching experience such subject matter within the past five years in the school district.

Discussion. Define, "Has successfully had teaching experience of such subject matter within the past five years in the school district." A successful teaching experience could last only a few days or weeks while a teacher filled-in for another on leave, or substituted. A period of duration, or a percentage of total time within a given school year should be specified.

Subd. 4. "Subject matter or field" shall mean teachers in the following categories:

Elementary Categories: (1) teaching, grades kindergarten-six (including instructional consultants); (2) art; (3) counselors; (4) librarian; (5) physical education.

Secondary Categories: (1) art; (2) business education; (3) counselor; (4) foreign language; (5) home economics; (6) industrial arts; (7) language arts; (8) librarian; (9) mathematics; (10) physical education; (11) science; (12) social studies.

K-12 Categories: (1) EMR (special education); (2) instrumental music; (3) nurse; (4) school psychologist; (5) SLBP; (6) social worker; (7) speech therapist (clinician); (9) vocal music.

Discussion. This subdivision approaches the definition of teaching position which was requested by the Minnesota Supreme Court as early as 1974 in the *Ging* case.<sup>7</sup> As such, it would constitute a worthwhile addition to the law, although other instructional categories might also be added. Since principals and assistant principals would already be defined separately in Subd. 2, no further definition would be necessary under this subdivision.

Subd. 5. "Seniority" means full-time, continuing contract qualified teachers commencing with the first day of actual service in the school district and shall exclude probationary teachers, part-time teachers who spend less than 50 percent of a school year in employment, and those teachers who are acting incumbents for teachers on authorized military, or other similar leave of absences.

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<sup>7</sup>*Ging*, op. cit., p. 544.

In determining the length of seniority, a teacher whose employment has been legally terminated by resignation, or termination pursuant to M.S. 125.12, but whose employment was subsequently reinstated, by action of the school board and the teacher, without interruption of regular service, shall retain his original seniority date.

Subd. 6. "School board" means the local governing board of the school district.

Discussion: Subdivision 5 is clearly necessary to correct an omission in the current law. The word "Seniority" however, does not mean teachers but rather that which is accrued to teachers. The word "substitutes" should be added to the classification of other part-time personnel.

### *Unrequested Leave of Absence*

Subd. 1. The school board may place on unrequested leave of absence for a period not exceeding two calendar years from the time such leave is commenced, without pay or fringe benefits, such teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes. Such leave shall be effective no later than the close of the school year or at such earlier time as mutually agreed between the teacher and the school board.

Subd. 2. Teachers placed on such leave shall receive notice by April 1 of the school year prior to the commencement of such leave with reasons therefore, without the necessity for any hearing applicable to termination, except that a hearing may be provided to show any violation of this policy.

Discussion: The Council may consider striking the provision which makes a hearing unnecessary in most cases; and permit one if requested by the teacher, or teachers, under the provisions of Minnesota Statute 125.12, Subd. 4, *Termination of Contract after Probationary Period*. In the *Roth* case, decided by the United States Supreme Court in 1972, continuing contract status or tenure created by state statute has been construed to constitute a form of property interest protected by the Fourteenth Amendment to the United States Constitution. The Court said in *Roth*, "It is a purpose of the ancient institution of property to protect those claims upon which people rely in their daily lives, reliance that must not be arbitrarily undermined. It is a purpose of the constitutional right to a hearing to provide an opportunity for a person to vindicate those claims.<sup>8</sup> To deny a teacher a right to a hearing might well result in litigation under the Fourteenth Amendment, and could possibly jeopardize enforcement of other sections of the new law as well.

<sup>8</sup>*Board of Regents v. Roth*. 408 US 564 (1972).

Subd. 3. Teachers shall be placed on unrequested leave in inverse order of seniority in the field and subject matter employed. No teacher shall be placed on unrequested leave if there is any other qualified teacher with less seniority in the same field and subject matter employed.

Subd. 4. The provisions herein shall not apply if it will result in any violation of the district's affirmative action program which shall include ethnic, race, color, or sex; and any person employed in an affirmative action program may be retained in the same field or subject matter of a teacher with greater seniority if it is necessary to effectuate the purposes of such affirmative action program.

Discussion: The Council might consider adding a sentence to Subd. 3 above to the effect that no unqualified teacher shall be permitted to replace a qualified teacher, notwithstanding seniority or language on a teaching certificate.

The Affirmative Action savings clause is needed in order for a district to observe state and federal regulations.

Subd. 5. In the event of a staff reduction, action affecting employees whose first date of employment commenced on the same date, and have equal seniority, the selection of the employee for purposes of discontinuance shall be at the discretion of the school board based upon criteria including: performance, training, experience, skills in special assignments, and other relevant factors.

Discussion: This section allows the school board to determine criteria for selection. Teacher organizations would probably oppose such a provision and would advocate a negotiated settlement on questions of equal seniority. Final determination on this question must ultimately be made by the State Legislature since the Legislature designates subjects for negotiation as either mandatory or permissive. Arbitrary criteria, such as coin tosses, should be expressly prohibited.

Subd. 6. If staff reduction based on seniority would result in the discontinuance of any extra or co-curricular program, the teacher employed therein shall not be placed on leave and the next senior person shall be placed on such leave.

Subd. 7. Any teacher placed on such leave may engage in teaching or any other occupation during such period and may be eligible for unemployment compensation if otherwise eligible under that law for such compensation and such leave will not result in a loss of credit for years of service in the district earned prior to the commencement of such leave.

Discussion: In Subd. 6, "extra or co-curricular program" needs to be more specifically defined, especially with regard to size and scope of the program.

### *Reinstatement*

Subd. 1. No new teacher shall be employed by the school district while any qualified teacher is on unrequested leave of absence in the same field and subject matter. Teachers placed on unrequested leave of absence shall be reinstated to the position from which they have been given leave, or any other available position in the school district in the field in which they are qualified as such positions become available. The order of reinstatement shall be in inverse order in which teachers were placed on unrequested leave.

Subd. 2. When placed on unrequested leave, a teacher shall file his name and address with the school district personnel office to which any notice or reinstatement or availability of position shall be mailed. Proof of service by the person in the school district depositing such notice to the teacher at the last known address shall be sufficient and it shall be the responsibility of any teacher on unrequested leave to provide for forwarding of mail or for address changes. Failure of a notice to reach a teacher shall not be the responsibility of the school district if any notice has been mailed as provided herein.

Subd. 3. If a position becomes available for a qualified teacher on unrequested leave, the school district shall mail the notice to such teacher who shall have ten days from the date of such notice to accept the reemployment. Failure to reply in writing within such ten day period shall constitute waiver on the part of any teacher to any further rights of employment or reinstatement and shall constitute waiver on the part of any teacher to any further rights of employment or reinstatement and shall forfeit any future reinstatement of employment rights.

Subd. 4. Reinstatement rights shall automatically cease two years from the date unrequested leave was commenced and no further rights to reinstatement shall exist unless extended by written mutual consent with each qualified teacher.

Discussion: The ten day response period described in Subd. 3 should be expanded to avoid a teacher not being able to respond due to extraneous causes such as illness, family emergency, travel, or a failure of the mails. A continuing contract should not be terminated without a hearing, receipt of a written resignation by the teacher, or the signing of another full-time teaching contract by the teacher if such a provision is inserted in the law.

### *Establishment of Seniority List*

Subd. 1. Within 30 days the school board shall cause a seniority list (by name, date of employment, qualification and

subject matter or field) to be prepared from its records. It shall thereupon post such list in an official place in each school house of the district.

Subd. 2. Any person whose name appears on such list and who may disagree with the findings of the school board and the order of seniority in said list shall have 10 days from the date of posting to supply written documentation, proof and request for seniority change to the school board.

Subd. 3. Within 10 days thereafter, the school district shall evaluate any and all such written communications regarding the order of seniority contained in said list and may make such changes the school board deems warranted. A final seniority list shall thereupon be prepared by the school board, which list as revised shall be binding on the school district and any teacher. Each year thereafter the school board shall cause such seniority list to be updated to reflect any addition or deletion of personnel caused by retirement, death, resignation, other cessation of services, or new employees. Such yearly revised list shall govern the application of the unrequested leave of absence policy until thereafter revised.

Discussion: Language should be added exempting the final seniority list from provisions of the recently enacted privacy legislation; the seniority list should remain public information.

#### Other Suggested Additions

- The position of principals and assistant principals should be clarified with regard to their ability to take teaching positions based on their seniority and previous experience, and the reduction of salary that might accompany such a move.

- A new subdivision should be added concerning school consolidation since no reference to consolidation is made in the Minnesota School Boards Association model. The new section should include:

- a. language basing teachers' seniority rights after consolidation on the length of service to their original districts. Such seniority lists would be combined in the new district with no prejudice shown to those teachers from districts whose school year happened to begin slightly earlier.
- b. provisions to quickly establish a new exclusive bargaining representative for the teachers.

Once a new employee organization is established and the seniority lists are combined, the teachers of the new district could negotiate their own staff reduction plan or abide by the state plan.



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APPENDIX 1

**125.12 EMPLOYMENT; CONTRACTS, TERMINATION.** Subdivision 1. **Teacher defined.** A superintendent, principal, supervisor and classroom teacher and any other professional employee required to hold a certificate from the state department shall be deemed to be a "teacher" within the meaning of this section.

Subd. 2. **Hiring, dismissing.** School boards shall hire or dismiss teachers at duly called meetings. Where a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher shall be made or authorized except upon the unanimous vote of the full board. No teacher related by blood or marriage, within the fourth degree, computed by the civil law, to a board member shall be employed except by a unanimous vote of the full board. The employment shall be by written contract, signed by the teacher and by the chairman and clerk. Contracts for teaching or supervision of teaching can be made only with qualified teachers. Such contract shall specify the wages per year and the general assignment of the teacher. No teacher shall be required to reside within the employing school district as a condition to teaching employment or continued teaching employment.

Subd. 3. **Probationary period.** The first and second consecutive years of a teacher's first teaching experience in Minnesota in a single school district shall be deemed to be a probationary period of employment, and after completion thereof, the probationary period in each school district in which he is thereafter employed shall be one year. A teacher who has complied with the then applicable probationary requirements in a school district prior to July 1, 1967, shall not be required to serve a new probationary period in the said district subsequent thereto. During the probationary period any annual contract with any teacher may or may not be renewed as the school board shall see fit; provided, however, that the school board shall give any such teacher whose contract it declines to renew for the following school year written notice to that effect before April 1. If the teacher requests reasons for any nonrenewal of a teaching contract, the school board shall give the teacher its reason in writing, including a statement that appropriate supervision was furnished describing the nature and the extent of such supervision furnished the teacher during his employment by the board, within ten days after receiving such request. The school board may, after a hearing held upon due notice, discharge a teacher during the probationary period for cause, effective immediately, under section 123.14, subdivision 4, or section 123.35, subdivision 5.

Subd. 4. **Termination of contract after probationary period.** A teacher who has completed his probationary period in any school district, and who has not been discharged or advised of a refusal to renew his contract pursuant to subdivision 3, shall have a continuing contract with such district. Thereafter, the teacher's contract shall remain in full force and effect, except as modified by mutual consent of the board and the teacher, until terminated by a majority roll call vote of the full membership of the board, upon one of the grounds specified in subdivisions 6 or 6a or 6b, or until the teacher is discharged pursuant to subdivision 8, or by the written resignation of the teacher submitted prior to April 1; provided, however, that if an agreement as to the terms and conditions of employment for the succeeding school year has not been adopted pursuant to the provisions of sections 179.61 to 179.77 prior to March 1, the teacher's right of resignation shall be extended to the 30th calendar day following the adoption of said contract in compliance with section 179.70, subdivision 2. Such written resignation by the teacher shall be effective as of June 30 if submitted prior to that date or, if submitted thereafter, shall be effective August 15, and the teachers' right of resignation for the school year then beginning shall cease on August 15. Before a teacher's contract is terminated by the board, the board shall notify the teacher in writing and state its ground for the proposed termination in reasonable detail together with a statement that the teacher may make a written request for a hearing before the board within 14 days after receipt of such notification. Within 14 days after receipt of this notification the teacher may make a written request for a hearing before the board and it shall be granted before final action is taken. If no hearing is requested within such period, it shall be deemed acquiescence by the teacher to the board's action. Such termination shall take effect at the close of the school year in which the contract is terminated in the manner aforesaid. Such contract may be terminated at any time by mutual consent of the board and the teacher and this section shall not affect the powers of a board to suspend, discharge, or demote a teacher under and pursuant to other provisions of law.

Subd. 5. **Retirement.** Notwithstanding the foregoing provisions, a board may provide by rule that its teachers shall be retired at age 65.

Subd. 6. **Grounds for termination.** A continuing contract may be terminated, effective at the close of the school year, upon any of the following grounds:

- (a) Inefficiency;
- (b) Neglect of duty, or persistent violation of school laws, rules, regulations, or directives;
- (c) Conduct unbecoming a teacher which materially impairs his educational effectiveness;
- (d) Other good and sufficient grounds rendering the teacher unfit to perform his duties.

A contract shall not be terminated upon one of the grounds specified in clauses (a), (b), (c), or (d), unless the teacher shall have failed to correct the deficiency after being given written notice of the specific items of complaint and reasonable time within which to remedy them.

All evaluations and files generated within a school district relating to each individual teacher shall be available during regular school business hours to each individual teacher upon his written request. The teacher shall have the right to reproduce any of the contents of the files at the teacher's expense and to submit for inclusion in the file written information in response to any material contained therein; provided, however, a school district may destroy such files as provided by law.

Subd. 6a. **Negotiated unrequested leave of absence.** The school board and the exclusive bargaining representative of the teachers may negotiate a plan providing for unrequested leave of absence without pay or fringe benefits for as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. Failing to successfully negotiate such a plan by the beginning date of a new master contract, the provisions of subdivision 6b shall apply. The provisions of section 179.72 shall not apply for the purposes of this subdivision.

Subd. 6b. **Unrequested leave of absence.** The school board may place on unrequested leave of absence, without pay or fringe benefits, as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. The unrequested leave shall be effective at the close of the school year. In placing teachers on unrequested leave, the board shall be governed by the following provisions:

(a) The board may place probationary teachers on unrequested leave first in the inverse order of their employment. No teacher who has acquired continuing contract rights shall be placed on unrequested leave of absence while probationary teachers are retained in positions for which the teacher who has acquired continuing contract rights is certified;

(b) Teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are certified in the inverse order in which they were employed by the school district. In the case of merger of classes caused by consolidation of districts or in the case of equal seniority, the order in which teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are certified shall be negotiable;

(c) Notwithstanding clauses (a) and (b), if either the placing of a probationary teacher on unrequested leave before a teacher who has acquired continuing rights or the placing of a teacher who has acquired continuing contract rights on unrequested leave before another teacher who has acquired continuing contract rights but who has greater seniority would place the district in violation of its affirmative action program, the district may retain the probationary teacher or the teacher with less seniority;

(d) Teachers placed on unrequested leave of absence shall be reinstated to the positions from which they have been given leaves of absence or, if not available, to other available positions in the school district in fields in which they are certified. Reinstatement shall be in the inverse order of placement on leave of absence. The order of reinstatement of teachers who have equal seniority and who are placed on unrequested leave in the same school year shall be negotiable;

(e) Teachers, other than probationary teachers, terminated under Minnesota Statutes 1971, Section 125.12, Subdivision 6, Clause (e), in the 1973-74 school year shall be reinstated to the positions from which they have been terminated or, if not available, to other available positions in the school district in fields in which they are certified. Reinstatement shall be in the order of seniority. The order of reinstatement of continuing contract teachers who have equal seniority and who are terminated under Minnesota Statutes 1971, Section 125.12, Subdivision 6, Clause (e) in the 1973-74 school year shall be negotiable. These teachers shall also be subject to clauses (f), (g), (h), (i) and (k) of this subdivision.

Subd. 9. **Hearing procedures.** Any hearing held pursuant to Laws 1967, Chapter 890, shall be held upon appropriate and timely notice to the teacher, and shall be private or public at the discretion of the teacher. At the hearing, the board and the teacher may each be represented by counsel at its or his own expense, and such counsel may examine and cross-examine witnesses and present arguments. The board shall first present evidence to sustain the grounds for termination or discharge and then receive evidence presented by the teacher. Each party may then present rebuttal evidence. Dismissal of the teacher shall be based upon substantial and competent evidence in the record. All witnesses shall be sworn upon oath administered by the presiding officer of the board. The clerk of the board shall issue subpoenas for witnesses or the production of records pertinent to the grounds upon the request of either the board or the teacher. The board shall employ a court reporter to record the proceedings at the hearing, and either party may obtain a transcript thereof at its own expense.

Subd. 10. **Decision.** After the hearing, the board shall issue a written decision and order. If the board orders termination of a continuing contract or discharge of a teacher, its decision shall include findings of fact based upon competent evidence in the record and shall be served on the teacher, accompanied by an order of termination or discharge, prior to April 1 in the case of a contract termination, or within ten days after conclusion of the hearing in the case of a discharge. If the decision of the board or of a reviewing court is favorable to the teacher, the proceedings shall be dismissed and the decision entered in the board minutes, and all references to such proceedings shall be excluded from the teacher's record file.

Subd. 11. **Judicial review.** The pendency of judicial proceedings shall not be ground for postponement of the effective date of the school board's order, but if judicial review eventuates in reinstatement of the teacher, the board shall pay the teacher all compensation withheld as a result of the termination or dismissal order.

Subd. 13. **Exception.** This section shall not apply to any district in a city of the first class.



(f) No appointment of a new teacher shall be made while there is available, on unrequested leave, a teacher who is properly certified to fill such vacancy, unless the teacher fails to advise the school board within 30 days of the date of notification that a position is available to him, that he may return to employment and that he will assume the duties of the position to which appointed on a future date determined by the board;

(g) A teacher placed on unrequested leave of absence may engage in teaching or any other occupation during the period of this leave;

(h) The unrequested leave of absence shall not impair the continuing contract rights of a teacher or result in a loss of credit for previous years of service;

(i) The unrequested leave of absence of a teacher who is not reinstated shall continue for a period of two years after which the right to reinstatement shall terminate;

(j) The same provisions applicable to terminations of probationary or continuing contracts in subdivisions 3 and 4 shall apply to placement on unrequested leave of absence;

(k) Nothing in this subdivision shall be construed to impair the rights of teachers placed on unrequested leave of absence to receive unemployment compensation if otherwise eligible.

**Subd. 7. Suspension and leave of absence for health reasons.** Affliction with active tuberculosis or other communicable disease, mental illness, drug or alcoholic addiction, or other serious incapacity shall be grounds for temporary suspension and leave of absence while the teacher is suffering from such disability. Unless the teacher consents, such action shall be taken only upon evidence that suspension is required from a physician who has examined the teacher. The physician shall be competent in the field involved and shall be selected by the teacher from a list of three provided by the school board, and the examination shall be at the expense of the school district. A copy of the report of the physician shall be furnished the teacher upon request. If the teacher fails to submit to the examination within the prescribed time, the board may discharge him, effective immediately. In the event of mental illness, if the teacher submits to such an examination and the examining physician's or psychiatrist's statement is unacceptable to the teacher or the board, a panel of three physicians or psychiatrists shall be selected to examine the teacher at the board's expense. The board and the teacher shall each select a member of this panel, and these two members shall select a third member. The panel shall examine the teacher and submit a statement of its findings and conclusions to the board. Upon receipt and consideration of the statement from the panel the board may suspend the teacher. The board shall notify the teacher in writing of such suspension and the reasons therefor. During the leave of absence the teacher shall be paid sick leave benefits by the district up to the amount of his unused accumulated sick leave, and after it is exhausted, the district may in its discretion pay him additional benefits. The teacher shall be reinstated to his position upon evidence from such a physician that he has made sufficient recovery and is capable of resuming performance of his duties in a proper manner. In the event that the teacher does not qualify for reinstatement within twelve months after the date of suspension, his continuing disability may be a ground for discharge under subdivision 8.

**Subd. 8. Immediate discharge.** A school board may discharge a continuing-contract teacher, effective immediately, upon any of the following grounds:

(a) Immoral conduct, insubordination, or conviction of a felony;

(b) Conduct unbecoming a teacher which requires the immediate removal of the teacher from his classroom or other duties;

(c) Failure without justifiable cause to teach without first securing the written release of the school board;

(d) Gross inefficiency which the teacher has failed to correct after reasonable written notice;

(e) Willful neglect of duty; or

(f) Continuing physical or mental disability subsequent to a twelve months leave of absence and inability to qualify for reinstatement in accordance with subdivision 7.

Prior to discharging a teacher the board shall notify the teacher in writing and state its ground for the proposed discharge in reasonable detail. Within ten days after receipt of this notification the teacher may make a written request for a hearing before the board and it shall be granted before final action is taken. The board may, however, suspend a teacher with pay pending the conclusion of such hearing and determination of the issues raised therein after charges have been filed which constitute ground for discharge.

## APPENDIX 2

**PUBLIC EMPLOYMENT LABOR RELATIONS ACT OF 1971**

**179.61 PUBLIC POLICY.** It is the public policy of this state and the purpose of sections 179.61 to 179.77 to promote orderly and constructive relationships between all public employers and their employees, subject however, to the paramount right of the citizens of this state to keep inviolate the guarantees for their health, education, safety and welfare.

The relationships between the public, the public employees, and their employer governing bodies imply degrees of responsibility to the people served, need of cooperation and employment protection which are different from employment in the private sector. So also the essentiality and public desire for some public services tend to create imbalances in relative bargaining power or the resolution with which either party to a disagreement presses its position, so that unique approaches to negotiations and resolutions of disputes between public employees and employers are necessary.

Unresolved disputes between the public employer and its employees are injurious to the public as well as to the parties; adequate means must therefore be established for minimizing them and providing for their resolution. Within the foregoing limitations and considerations the legislature has determined that overall policy may best be accomplished by:

- (1) granting to public employees certain rights to organize and choose freely their representatives;
- (2) requiring public employers to meet and negotiate with public employees in an appropriate bargaining unit and providing for written agreements evidencing the result of such bargaining; and
- (3) establishing special rights, responsibilities, procedures and limitations regarding public employment relationships which will provide for the protection of the rights of the public employee, the public employer and the public at large.

[Ex1971 c 33 s 1]

**179.62 CITATION.** Sections 179.61 to 179.77 shall be known and may be cited as the public employment labor relations act of 1971.

[Ex1971 c 33 s 2]

**179.63 DEFINITIONS.** Subdivision 1. For the purposes of sections 179.61 to 179.77 the terms defined in this section have the meanings given them.

Subd. 2. "Director of mediation services" or "director" means the director of the bureau of mediation services established by section 179.02.

Subd. 3. "Board" means the Minnesota public employment relations board unless otherwise clearly stated.

Subd. 4. "Public employer" or "employer" means the state of Minnesota and its political subdivisions and any agency or instrumentality of either; including the university of Minnesota, the state and community colleges and school districts and their respective representatives; the term does not include a "charitable hospital" as defined in section 179.35, subdivision 2.

Subd. 5. "Employee organization" means any union or organization of public employees whose purpose is, in whole or in part, to deal with public employers concerning grievances and terms and conditions of employment.

Subd. 6. "Exclusive representative" means an employee organization which has been designated by a majority of those votes cast in the appropriate unit and has been certified pursuant to section 179.67.

Subd. 7. "Public employee" or "employee" means any person appointed or employed by a public employer except:

- (a) elected public officials;
- (b) election officers;
- (c) commissioned or enlisted personnel of the Minnesota national guard;
- (d) emergency employees who are employed for emergency work caused by natural disaster;
- (e) part time employees whose service does not exceed the lesser of 14 hours per week or 35 percent of the normal work week in the employee's bargaining unit;
- (f) employees who hold positions of a basically temporary or seasonal character for a period not in excess of 100 working days in any calendar year;
- (g) employees of charitable hospitals as defined by section 179.35, subdivision 3.

Subd. 8. "Confidential employee" means any employee who works in the personnel offices of a public employer or who has access to information subject to use by the public employer in meeting and negotiating or who actively participates in the meeting and negotiating on behalf of the public employer.

Subd. 9. "Supervisory employee", when the reference is to other than essential employees as defined in subdivision 11, means any person having authority in the interests of the employer to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees or responsibly to direct them or adjust their grievances on behalf of the employer, or to effectively recommend any of the foregoing actions, if in connection with the foregoing the exercise of such authority is not merely routine or clerical in nature but requires the use of independent judgment. Any determination of "supervisory employee" may be appealed to the public employment relations board.

Subd. 9a. "Supervisory employee", when the reference is to essential employees, means the administrative head and his assistant of a municipality, municipal utility, police or fire department, or any person having authority in the interests of the employer to hire, transfer, suspend, promote, discharge, assign, reward, or discipline other employees or responsibly to direct them or adjust their grievances on behalf of the employer, if in connection with the foregoing the exercise of such authority is not merely routine or clerical in nature but requires the use of independent judgment. Any determination of "supervisory employee" may be appealed to the public employment relations board.

Subd. 10. "Professional employee" means:

(a) any employee engaged in work (i) predominantly intellectual and varied in character as opposed to routine mental, manual, mechanical, or physical work; (ii) involving the consistent exercise of discretion and judgment in its performance; (iii) of such a character that the output produced or the result accomplished cannot be standardized in relation to a given period of time; (iv) requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher learning or a hospital, as distinguished from a general academic education or from an apprenticeship or from training in the performance of routine mental, manual, or physical processes;

(b) any employee, who (i) has completed the courses of specialized intellectual instruction and study described in clause (iv) of paragraph (a), and (ii) is performing related work under the supervision of a professional person to qualify himself to become a professional employee as defined in paragraph (a).

(c) a teacher shall be deemed to be a professional employee.

Subd. 11. "Essential employee" means any person within the definition of subdivision 7 whose employment duties involve work or services essential to the health or safety of the public and the withholding of such services would create a clear and present danger to the health or safety of the public.

Subd. 12. "Strike" means concerted action in failing to report for duty, the willful absence from one's position, the stoppage of work, slowdown, or the abstinence in whole or in part from the full, faithful and proper performance of the duties of employment for the purposes of inducing, influencing or coercing a change in the conditions or compensation or the rights, privileges, or obligations of employment.

Subd. 13. "Teacher" means any person other than a superintendent or assistant superintendent, employed by a school district in a position for which the person must be certificated by the state board of education; and such employment does not come within the exceptions stated in subdivision 7, or defined in subdivisions 8, 9, or 14.

Subd. 14. "Principal" and "assistant principal" means any person so certificated by the state department of education who devotes more than 50 percent of his time to administrative or supervisory duties.

Subd. 15. "Meet and confer" means the exchange of views and concerns between employers and their respective employees.

Subd. 16. "Meet and negotiate" means the performance of the mutual obligations of public employers and the exclusive representatives of public employees to meet at reasonable times, including where possible meeting in advance of the budget making process, with the good faith intent of entering into an agreement with respect to terms and conditions of employment; provided, that by such obligation neither party is compelled to agree to a proposal or required to make a concession.

Subd. 17. "Appropriate unit" or "unit" means a unit of employees, excluding supervisory employees, confidential employees and principals and assistant principals, as determined pursuant to section 179.71, subdivision 3, and in the case of school districts, the term means all the teachers in the district.



Subd. 18. The term "terms and conditions of employment" means the hours of employment, the compensation therefor including fringe benefits except retirement contributions or benefits, and the employer's personnel policies affecting the working conditions of the employees. In the case of professional employees the term does not mean educational policies of a school district. The terms in both cases are subject to the provisions of section 179.66 regarding the rights of public employers and the scope of negotiations.

[Ex:1971 c 33 s 3; 1973 c 349 s 2; 1973 c 635 s 1-6; 1974 c 197 s 1]

**179.64 STRIKES; PROHIBITION; PENALTIES.** Subdivision 1. No person holding a position by appointment or employment in the government of the state of Minnesota, or in the government of any one or more of the political subdivisions thereof, or in the service of the public schools, or of the state university, or in the service of any authority, commission or board or any other branch of the public service, whether included or excepted from this act may engage in a strike, nor shall any such person or organization of such persons or its officials or agents cause, condone, instigate, encourage, or cooperate, in a strike except as may be provided in subdivision 7.

Subd. 2. Notwithstanding any other provision of law, any public employee who violates the provisions of this section may have his appointment or employment terminated by the employer effective the date the violation first occurs. Such termination shall be effective upon written notice served upon the employee. Service may be made by certified mail.

Subd. 3. For purposes of this subdivision an employee who is absent from any portion of his work assignment without permission, or who abstains wholly or in part from the full performance of his duties without permission from his employer on the date or dates when a strike occurs is prima facie presumed to have engaged in a strike on such date or dates.

Subd. 4. A public employee who knowingly violates the provisions of this section and whose employment has been terminated pursuant to this section, may, subsequent to such violation, be appointed or reappointed, employed or reemployed, but the employee shall be on probation for two years with respect to such civil service status, tenure of employment, or contract of employment, as he may have theretofore been entitled:

No employee shall be entitled to any daily pay, wages or per diem for the days on which he engaged in a strike.

Subd. 5. Any public employee, upon request, shall be entitled, as hereinafter provided, to establish that he did not violate the provisions of this section. Such request must be filed in writing with the officer or body having the power to remove such employee, within ten days after notice of termination is served upon him; whereupon such officer, or body, shall within ten days commence a proceeding at which such person shall be entitled to be heard for the purpose of determining whether the provisions of this section have been violated by such public employee, and if there be laws and regulations establishing proceedings to remove such public employee, the hearing shall be conducted in accordance therewith. The proceedings may, upon application to the court by an employer, an employee, or employee organization and the issuance of an appropriate order by the court include more than one employee's employment status if the employees' defenses are identical, analogous or reasonably similar. Such proceedings shall be undertaken without unnecessary delay. Any person may secure a review of his removal by serving a notice so requesting upon the employer removing him within 20 days after the results of the hearing referred to herein have been announced. This notice, with proof of service thereof, shall be filed within ten days after service, with the clerk of the district court in the county where the employer has its principal office or in the county where the employee last was employed by the employer. The district court shall thereupon have jurisdiction to review the matter the same as on appeal from administrative orders and decisions. This hearing shall take precedence over all matters and may be held upon ten days written notice by either party. The court shall make such order in the premises as is proper; and an appeal may be taken therefrom to the supreme court.

Subd. 6. An employee organization which has been found pursuant to section 179.68 to have violated this section shall upon such finding lose its status, if any, as exclusive representative following such finding; and may not be so certified by the director for a period of two years following such finding; nor may any employer deduct employee payments to any such organization for a period of two years.

Subd. 7. Either a violation of section 179.63, subdivision 2, clause (9), or a refusal by the employer to request binding arbitration when requested by the exclusive representative pursuant to section 179.69, subdivision 3 or 5, is a defense to a violation of this section, except as to essential employees. As to all public employees,

no other unfair labor practice or violation of Laws 1973, Chapter 635 by a public employer shall be a violation of this section but may be considered by the court in mitigation of or retraction of any penalties as to employees and employee organizations.

[Ex1971 c 33 s 4; 1973 c 635 s 7, 8]

**179.65 RIGHTS AND OBLIGATIONS OF EMPLOYEES.** Subdivision 1. Nothing contained in sections 179.61 to 179.77 shall be construed to limit, impair or affect the right of any public employee or his representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative if there be one; nor shall it be construed to require any public employee to perform labor or services against his will. If no exclusive representative has been certified, any public employee individually, or group of employees through their representative, shall have the right of expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, by meeting with their public employer or his representative so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment.

Subd. 2. Public employees shall have the right to form and join labor or employee organizations, and shall have the right not to form and join such organizations. Public employees in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for such employees with the employer of such unit. Except for employees included in section 179.63, subdivision 10, clause (c), who shall be exempt from contributing until January 1, 1975 only, all public employees who are not members of the exclusive representative may be required by said representative to contribute a fair share fee for services rendered by the exclusive representative, and the employer upon notification by the exclusive representative of such employees shall be obligated to check off said fee from the earnings of the employee and transmit the same to the exclusive representative. In no instance shall the required contribution exceed a pro rata share of the specific expenses incurred for services rendered by the representative in relationship to negotiations and administration of grievance procedures.

Subd. 3. Public employees who are professional employees as defined by section 179.63, subdivision 10, have the right to meet and confer with public employers regarding policies and matters not included under section 179.63, subdivision 18, pursuant to section 179.73.

Subd. 4. Public employees through their certified exclusive representative have the right and obligation to meet and negotiate in good faith with their employer regarding grievance procedures and the terms and conditions of employment, but such obligation does not compel the exclusive representative to agree to a proposal or require the making of a concession.

Subd. 5. Public employees shall have the right to request and be allowed dues check off for the exclusive representative. In the absence of an exclusive representative, public employees shall have the right to request and be allowed dues check off for the organization of their choice.

Subd. 6. Supervisory and confidential employees, principals and assistant principals may form their own organizations. An employer shall extend exclusive recognition to a representative of or an organization of supervisory or confidential employees, or principals and assistant principals, for the purpose of negotiating terms or conditions of employment, in accordance with all other provisions of Laws 1973, Chapter 635, as though they were essential employees.

Subd. 7. An exclusive representative shall have the right to petition the director for arbitration under section 179.69, subdivision 3; provided the exclusive representative or the employer has first petitioned the director for mediation services as are available under section 179.69, subdivision 1.

[Ex1971 c 33 s 5; 1973 c 635 s 9-14]

**179.66 RIGHTS AND OBLIGATIONS OF EMPLOYERS.** Subdivision 1. A public employer is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel.

Subd. 2. A public employer has an obligation to meet and negotiate in good faith with the exclusive representative of the public employees in an appropriate unit regarding grievance procedures and the terms and conditions of employment, but such obligation does not compel the public employer or its representative to agree to a proposal or require the making of a concession.

Subd. 3. A public employer has the obligation to meet and confer with professional employees to discuss policies and those matters relating to their employment not included under section 179.63, subdivision 18, pursuant to section 179.73.

Subd. 4. A public employer has the obligation to meet and negotiate in good faith with the exclusive representative of the supervisory employees, confidential employees, principals and assistant principals, regarding grievance procedures and the terms and conditions of their employment, but such obligation does not compel the public employer or its representative to agree to a proposal or require the making of a concession.

Subd. 5. Any provision of any contract required by section 179.70, which of itself or in its implementation would be in violation of or in conflict with any statute of the state of Minnesota or rule or regulation promulgated thereunder or provision of a municipal home rule charter or ordinance or resolution adopted pursuant thereto, or rule of any state board or agency governing licensure or registration of an employee, provided such rule, regulation, home rule charter, ordinance, or resolution is not in conflict with sections 179.61 to 179.66 and shall be returned to the arbitrator for an amendment to make the provision consistent with the statute, rule, regulation, charter, ordinance or resolution.

Subd. 6. Nothing in sections 179.61 to 179.77 shall be construed to impair, modify or otherwise alter, or indicate a policy contrary to the authority of the legislature of the state of Minnesota to establish by law schedules of rates of pay for its employees or the retirement or other fringe benefits related to the compensation of such employees.

Subd. 7. The employer shall not meet and negotiate or meet and confer with any employee or group of employees who are at the time designated as a member or part of an appropriate employee unit except through the exclusive representative if one is certified for that unit or as provided for in section 179.69, subdivision 1.

Subd. 8. An employer shall have the right to petition the director for arbitration under section 179.69, subdivision 3; provided the exclusive representative or the employer has first petitioned the director for mediation services as are available under section 179.69, subdivision 1.

Subd. 9. An employer may hire and pay for arbitrators desired or required by the provisions of sections 179.61 to 179.77.

Subd. 10. A public employer must afford reasonable time off to elected officers or appointed representatives of the exclusive representative for the purposes of conducting the duties of the exclusive representative and must, upon request, provide for leaves of absence to elected or appointed officials of the exclusive representative.

[Ex1971 c 33 s 6; 1973 c 635 s 15-17]

**179.67 EXCLUSIVE REPRESENTATION; ELECTIONS; DECERTIFICATION.** Subdivision 1. Any employee organization holding formal recognition by order of the director or by employer voluntary recognition on the effective date of Extra Session Laws 1971, Chapter 33 under any law that is repealed by Extra Session Laws 1971, Chapter 33 is hereby certified as the exclusive representative until such time as it is decertified or another representative is certified in its place pursuant to Extra Session Laws 1971, Chapter 33. Any teacher organization as defined by section 125.20, subdivision 3 who on the effective date of Extra Session Laws 1971, Chapter 33 had a majority of its members on a teacher's council in a school dis-



strict as provided in section 125.22 is hereby certified as the exclusive representative of all teachers of that school district until such time as the organization is decertified or another organization is certified in its place pursuant to sections 179.61 to 179.77.

Subd. 2. An employee organization may be certified as the exclusive representative of public employees in an appropriate unit upon complying with and qualifying under the provisions of this section.

Subd. 3. The director may certify an employee organization as an exclusive representative in an appropriate unit upon the joint request of the employer and the organization if, after investigation, he finds that no unfair labor practice was committed in initiating and submitting the joint request and that the employee organization does in fact represent over 50 percent of the employees in the appropriate unit. The provisions of this subdivision shall not in any case reduce the time period or nullify any bar to the employee organization's certification existing at the time of the filing of the joint request.

Subd. 4. Any employee organization may obtain a certification election upon petition to the director wherein it is stated that at least 30 percent of the employees of a proposed employee unit wish to be represented by the petitioner or that the certified representative no longer represents the majority of employees in the unit.

Subd. 5. The director shall, upon receipt of an employee organization's petition to the director wherein it is stated that at least 30 percent of the employees of a proposed employee unit wish to be represented by the petitioner or that the exclusive representative of a unit no longer represents the majority of the employees in the unit, investigate to determine if sufficient evidence of a question of representation exists and hold hearings as necessary to determine the appropriate unit and such other matters as may be necessary to determine the representation rights of the affected employees and employer.

Subd. 6. In determining the numerical status of an employee organization for purposes of subdivisions 2, 3, 4, and 8, the director shall require representation authorization signatures of affected employees as verification of the statements contained in the joint request or petitions. Such authorization signatures shall be privileged and confidential information available to the director only and shall be dated.

Subd. 7. An employee organization shall be certified as the exclusive representative of an appropriate unit upon receiving a majority of those votes cast in the appropriate unit at a certification election.

Subd. 8. The director shall issue his order providing for a secret ballot election by the employees in a designated appropriate unit. The election shall be held in the premises where those voting are employed unless the director shall determine that the election cannot be fairly held, in which case it shall be held at such a place as the director shall determine.

Subd. 9. The ballot in a certification election may contain as many names of representative candidates as have demonstrated that the candidate has 30 percent of the employees in the unit desiring it as their exclusive representative. The ballots shall, in every case, contain an appropriate space for employees to indicate that no representation is desired.

Subd. 10. The director shall provide for and count absentee ballots in all elections.

Subd. 11. If no choice on the ballot receives a majority of those votes cast in the unit, the director shall conduct a run off election wherein the ballot shall contain only the two choices receiving the greater number of votes.

Subd. 12. Upon a representative candidate receiving a majority of those votes cast in a unit, the director shall certify that representative candidate as the exclusive representative of all employees in the unit.

Subd. 13. Upon a finding by the director of an unfair labor practice being committed by an employer or representative candidate or an employee or group of employees, which unfair labor practice affected the result of an election held pursuant to this section, the director may void such election result and order a new election.

Subd. 14. Upon the director certifying an exclusive representative, he shall

not consider the question again for a period of one year, unless the exclusive representative is decertified by a court of competent jurisdiction, or by the director as authorized by section 179.71.

[E:1971 c 33 s 7; 1973 c 635 s 18-20]

**179.68 UNFAIR PRACTICES.** Subdivision 1. The practices specified in this section are unfair practices. Any employee, employer, employee or employer organization, exclusive representative, or any other person or organization aggrieved by an unfair labor practice as defined in sections 179.61 to 179.77 may bring an action in district court of the county wherein the practice is alleged to have occurred for injunctive relief and for damages caused by such unfair labor practice.

Subd. 2. Public employers, their agents or representatives are prohibited from:

- (1) interfering, restraining or coercing employees in the exercise of the rights guaranteed in sections 179.61 to 179.77;
- (2) dominating or interfering with the formation, existence or administration of any employee organization or contributing other support to it;
- (3) discriminating in regard to hire or tenure to encourage or discourage membership in an employee organization;
- (4) discharging or otherwise discriminating against an employee because he has signed or filed an affidavit, petition or complaint or given any information or testimony under sections 179.61 to 179.77;
- (5) refusing to meet and negotiate in good faith with the exclusive representative of its employees in an appropriate unit;
- (6) refusing to comply with grievance procedures contained in an agreement as required by section 179.70;
- (7) distributing or circulating any blacklist of individuals exercising any legal right or of members of a labor organization for the purpose of preventing individuals so blacklisted from obtaining or retaining employment;
- (8) violating any of the rules and regulations established by the director regulating the conduct of representation elections or
- (9) refusing to comply with the provisions of a valid decision of a binding arbitration panel or arbitrator acting pursuant to sections 179.61 to 179.77;
- (10) violating or refusing to comply with any lawful order or decision issued by the director or the board;
- (11) refusing to provide upon the request of the exclusive representative all information pertaining to the public employer's budget both present and proposed, revenues and other financing information. In the executive branch of state government, the provisions of this clause shall not be considered contrary to the budgetary requirements set forth in sections 16.14, 16.15 and 16.155.

Subd. 3. Employee organizations, their agents or representatives, and public employees are prohibited from:

- (1) restraining or coercing employees in the exercise of their rights as provided in sections 179.61 to 179.77;
- (2) restraining or coercing a public employer in the election of his representatives to be employed for the purposes of meeting and negotiating or the adjustment of grievances;
- (3) refusing to meet and negotiate in good faith with a public employer, if they have been designated in accordance with the provisions of sections 179.61 to 179.77 as the exclusive representative of employees in an appropriate unit;
- (4) violating any of the rules and regulations established by the director regulating the conduct of representation elections;
- (5) refusing to comply with the provisions of a valid decision of an arbitration panel or arbitrator acting pursuant to sections 179.61 to 179.77;
- (6) calling, instituting, maintaining or conducting a strike or boycott against any public employer on account of any jurisdictional controversy;
- (7) coercing or restraining any person with the effect to:
  - (a) force or require any public employer to cease dealing or doing business with any other person or;
  - (b) force or require a public employer to recognize for representation purposes an employee organization not certified by the director;
  - (c) refuse to handle goods or perform services;
  - (d) preventing an employee from providing services to the employer;

(8) committing any act designed to damage or actually damaging physical property or endangering the safety of persons while engaging in a strike;

(9) forcing or requiring any employer to assign particular work to employees in a particular employee organization or in a particular trade, craft, or class rather than to employees in another employee organization or in another trade, craft or class;

(10) causing or attempting to cause a public employer to pay or deliver or agree to pay or deliver any money or other thing of value, in the nature of an exaction, for services which are not performed or not to be performed;

(11) engaging in an unlawful strike;

(12) picketing which has an unlawful purpose such as secondary boycott;

(13) picketing which unreasonably interferes with the ingress and egress to facilities of the public employer;

(14) seizing or occupying or destroying property of the employer;

(15) violating or refusing to comply with any lawful order or decision issued by the director of the board as authorized by sections 179.61 to 179.77.

[Ex 1971 c 33 s 8; 1973 c 494 s 9; 1973 c 635 s 21]

**179.69 PROCEDURES.** Subdivision 1. When any employees or representative of employees shall desire to meet and negotiate an agreement establishing terms and conditions of employment, they shall give written notice to the employer and the director, and it shall thereupon be the duty of the employer to recognize the employee representative for purposes of reaching agreement on terms and conditions of employment of the employees or the employer shall within ten days of receipt of the written notice object or refuse to recognize the employees' representative or the employees as an appropriate unit. The employer or employees' representative may thereupon petition the director to take jurisdiction of the matter whereupon the director shall then be authorized and shall perform those duties as provided in section 179.71, subdivision 2 (a) and (b).

Upon the certified exclusive representative and the employer reaching agreement on terms and conditions of employment, they shall execute a written contract or memorandum of contract containing the terms of such agreement. The contracts or memoranda shall in every instance be subject to the provisions of section 179.70.

A petition by an employer shall be signed by him or his duly authorized officer or agent; and a petition by an exclusive representative shall be signed by its authorized officer. In either case the petition shall be served by delivering it to the director in person or by sending it by certified mail addressed to him at his office. The petition shall state briefly the nature of the disagreement of the parties. Upon receipt of a petition, the director, or by September 1, whichever date is earlier shall fix a time and place for a conference with the parties to the matter upon the issues involved in the matter, and he shall then take whatever steps he deems most expedient to bring about a settlement of the matter, including assisting in negotiating and drafting an agreement. It shall be the duty of all parties to respond to the summons of the director for joint or several conferences with him and to continue in such conference until excused by the director.

Subd. 2. All negotiations, mediation sessions, and hearings between public employers and public employees or their respective representatives shall be public meetings except when otherwise provided by the director.

Subd. 3. The director shall only certify a matter to the board when either or both parties, except for essential employees, petition for binding arbitration stating that an impasse has been reached and the director has determined that further mediation efforts under subdivision 1 would serve no purpose. Upon such petition and determination by the mediator, the parties shall each submit their respective final positions on matters not agreed upon. If the employer has petitioned for binding arbitration and the director has determined that an impasse has been reached said proceedings shall begin within 15 days thereof and be binding on both parties. The director shall determine the matters not agreed upon based upon his efforts to mediate the dispute. If the employee representative has petitioned for binding arbitration the employer shall have 15 days after the director of mediation has determined that an impasse has been reached to reject the request or agree to submit matters not agreed upon to binding arbitration. If the employer does not respond within 15 days it shall be regarded as a rejection and said rejection shall be a refusal by the employer within the meaning of section 179.64, subdivision 7. Under a



petition by either party the parties may stipulate those agreed upon items to be excluded from arbitration.

Subd. 4. The employer and exclusive representative shall execute a written contract or memorandum of contract as provided in section 179.70 at least 90 days prior to the last date the employer is required by statute, charter, ordinance, or resolution, to submit its tax levy or budget, or certify the taxes voted by the appropriate public officer, agency, public body or office, or by September 1, whichever date is earlier.

Subd. 5. In the event the employer and exclusive representative fail to execute a contract pursuant to subdivision 4, they shall each submit their respective final positions on those terms and conditions of employment not agreed upon by the parties to the director at least 75 days prior to the last date the employer is required to submit its tax levy or budget, or certify the taxes voted to the appropriate public officer, agency, public body or office, or by October 1, whichever is earlier, except in the case of the executive branch of state government, where the final date for submission of final positions shall be November 15 of even-numbered years. Either or both parties except for essential employees may after this time petition the director for binding arbitration stating that an impasse has been reached and the director has determined that further mediation efforts under subdivision 1 would serve no purpose. If the employer has petitioned for binding arbitration said proceedings shall begin within 15 days thereof and be binding on both parties. The director shall determine the matters not agreed upon based upon mediation efforts to mediate the dispute. If the employee representative has petitioned for binding arbitration the employer shall have 15 days after the director's mediation has determined that an impasse has been reached to reject the request or agree to submit matters not agreed upon to binding arbitration. If the employer does not respond within 15 days it shall be regarded as a rejection and said rejection shall be a refusal by the employer within the meaning of section 179.64, subdivision 7. Under a petition by either party the parties may stipulate those agreed upon items to be excluded from arbitration. Notwithstanding a failure to comply with subdivisions 3, 4, and 5, the director may maintain jurisdiction under section 179.71, subdivision 2.

Subd. 6. Upon the director certifying a dispute under subdivision 5 to the board and under either subdivision 3 or 5 the employer has petitioned for binding arbitration or the employee representative has petitioned for binding arbitration and said petition has been agreed upon by the employer representative within the requisite 15 days, the board shall take jurisdiction of the matter and proceed in accordance with section 179.72. If the employer has not petitioned for binding arbitration under subdivision 3 or 5 or if the employer has not joined in an employee's petition for binding arbitration under subdivision 3 or 5, section 179.72, subdivision 6 shall not be applicable. If no petition has been filed within the time specified under subdivision 3 or 5, at any time thereafter the parties may invoke the provisions of subdivision 3 or 5 and section 179.72, subdivision 6 shall be applicable.

Subd. 7. [Repealed, 1973 c 635 s 37]

[Ex 1971 c 33 s 9; 1973 c 635 s 22-24; 1974 c 114 s 1; 1974 c 128 s 1, 2]

**179.70 CONTRACTS; GRIEVANCES; ARBITRATION.** Subdivision 1. A written contract or memorandum of contract containing the agreed upon terms and conditions of employment and such other matters as may be agreed upon by the employer and exclusive representative shall be executed by the parties. The duration of the contract shall be negotiable except in no event shall contract be for a term exceeding three years. Any contract between employer school board and an exclusive representative of teachers shall in every instance be for an initial term of one year commencing on July 1, 1974, through June 30, 1975, and thereafter for a term of two years beginning on July 1 of each odd-numbered year. All contracts shall include a grievance procedure which shall provide compulsory binding arbitration of grievances. In the event that the parties cannot reach agreement on the grievance procedure, they shall be subject to the grievance procedure promulgated by the director pursuant to section 179.71, subdivision 5, clause (i).

Subd. 2. The employer shall implement the terms of the contract in the form of an ordinance or resolution. If the implementation of the terms of the contract require the adoption of a law, ordinance, or charter amendment, the employer shall

make every reasonable effort to propose and secure the enactment of such law, ordinance, resolution, or charter amendment.

Subd. 3. In the event the employer and exclusive representative are bound by the terms of any arbitration decision of the arbitration panel or other terms established by operation of law, they shall execute a written contract or memorandum of contract containing the terms of such arbitration decision or such terms as are established by law. Upon execution of such contract, the employer shall implement its terms as required by subdivision 2.

Subd. 4. If the parties to a contract cannot agree upon an arbitrator or arbitrators as provided by the contract grievance procedures or the procedures established by the director, the parties shall, under direction of the chairman of the board, alternately strike names from a list of five arbitrators selected by the board until only one name remains which arbitrator shall make his decision regarding the grievance and it shall be binding upon the parties. The parties shall share equally the costs and fees of the arbitrator.

Subd. 5. All arbitration decisions authorized or required by a grievance procedure shall be subject to those limitations of arbitration decisions contained in section 179.72, subdivision 7. Further, upon rendering any arbitration decision authorized or required by a grievance procedure the arbitrator shall transmit both to the board and to the director a copy of his decision and any written explanation thereof. Should any issues submitted to arbitration be settled voluntarily before the arbitrator issues his decision, notice of such settlement shall be made by the arbitrator in a report issued both to the board and to the director.

Subd. 6. For purposes of this section, "grievance" means a dispute or disagreement as to the interpretation or application of any term or terms of any contract required by this section.

[Ea:1971 c 33 s 10; 1973 c 635 s 25; 1974 c 247 s 1]

**179.71 DIRECTOR'S POWER, AUTHORITY AND DUTIES.** Subdivision 1. The director of mediation services is authorized to and shall perform those duties provided in this section.

Subd. 2. The director shall accept and investigate all petitions for:

- (a) certification or decertification as the exclusive representative of an appropriate unit;
- (b) mediation services;
- (c) any election or other voting procedures provided for in sections 179.61 to 179.77;
- (d) certification to the board of arbitration.

Subd. 3. The director shall determine appropriate units. In determining the appropriate unit he shall take into consideration, along with other relevant factors, the principles and the coverage of uniform comprehensive position classification and compensation plans of the employees, involvement of professions and skilled crafts and other occupational classifications, relevant administrative and supervisory levels of authority, geographical location, and the recommendation of the parties, and shall place particular importance upon the history and extent of organization and the desires of the petitioning employee representatives.

In addition, with regard to the inclusion or exclusion of supervisory employees, the director must find that an employee may perform or effectively recommend a majority of those functions referred to in section 179.63, subdivisions 9 or 9a, before an employee may be excluded as supervisory. However, in every case the administrative head, and his assistant, of a municipality, municipal utility, police or fire department shall be considered a supervisory employee.

He shall not designate an appropriate unit which includes employees subject to section 179.63, subdivision 11, with employees not included in section 179.63, subdivision 11.

Subd. 4. Public employers and exclusive representatives of employees may voluntarily participate in joint negotiations in similar or identical appropriate units. It is the policy of sections 179.61 to 179.77 to encourage such areawide negotiations and the director shall encourage it whenever possible.

Subd. 5. In addition to all other duties imposed by this section, the director shall:

- (a) retain mediation jurisdiction over the parties for purposes of this subdivi-

sion until such time as the parties reach agreement; provided, however, he may continue to assist parties after the parties have submitted their final positions as provided or required under section 179.72, subdivision 6; or section 179.69, subdivision 6;

(b) issue notices, subpoenas and orders as may be required by law to carry out his duties under sections 179.61 to 179.77. Issuance of orders shall include those orders of the Minnesota public employment relations board;

(c) certify to the Minnesota public employment relations board those items of dispute between parties to be subject to the action of the Minnesota public employment relations board under section 179.69, subdivision 3;

(d) assist the parties in formulating petitions, notices, and other papers required to be filed with the director or the board;

(e) certify the final results of any election or other voting procedure conducted pursuant to sections 179.61 to 179.77;

(f) furnish clerical and administrative services to the Minnesota public employment relations board as may be required;

(g) adopt reasonable and proper rules and regulations relative to and regulating the forms of petitions, notices, orders and the conduct of hearings and elections subject to final approval of the Minnesota public employment relations board. Such rules and regulations shall be printed and made available to the public and a copy delivered with each notice of hearing; provided, that every such rule or regulation shall be filed with the secretary of state, and any change therein or additions thereto shall not take effect until 20 days after such filing;

(h) receive, catalogue and file in a logical manner all orders and decisions of the Minnesota public employment relations board and all arbitration panels authorized by sections 179.61 to 179.77 as well as all grievance arbitration decisions and the director's own orders and decisions. All orders and decisions catalogued and filed shall be made readily available to the public;

(i) promulgate a grievance procedure to effectuate the purposes of section 179.70, subdivision 1. Such grievance procedures shall not provide for the services of the bureau of mediation services. The exercise of authority granted by this clause shall be subject to the provisions of chapter 15; said grievance procedure to be available to any public employee employed in a unit not covered by a negotiated grievance procedure as contained in section 179.70, subdivision 1;

(j) conduct elections.

Subd. 6. The director may at the request of a certified exclusive representative or employer who is a party to a labor dispute render assistance in settling the dispute without the necessity of filing the petition referred to in section 179.69, subdivision 1. If the director takes mediation jurisdiction of the dispute as a result of such a request, he shall then proceed as provided in section 179.69.

Subd. 7. The director shall not furnish mediation services to any employees nor any employee representative who is not at the time certified as an exclusive representative.

Subd. 8. Hearings and mediation meetings authorized by this section shall be held in the county which best meets the conveniences of the witnesses, but such hearings may be held at a time and place as is agreed to by the petitioner and those parties affected by the petition.

[Ex1971 c 33 s 11; 1973 c 635 s 26, 27]

**179.72 PUBLIC EMPLOYMENT RELATIONS BOARD; POWERS AND DUTIES; ARBITRATION.** Subdivision 1. There is hereby established a public employment relations board with the powers and duties assigned to it by this section. The board shall consist of five members appointed by the governor of the state of Minnesota. Two members shall be representative of public employees; two shall be representative of public employers; and one shall be representative of the public at large. Public employers and employee organizations representing public employees may submit for consideration names of persons representing their interests to serve as members of the board. Members shall be appointed for a term of four years, except that of the members first appointed two shall be appointed for a term ending the first Monday in April, 1974, and three for a term to expire on the first Monday in April, 1976. Members shall hold office until their successors are appointed and qualified and vacancies shall be filled by the governor of the state of Minnesota for the unexpired term. The board shall select one of its members to serve as chair-



man for a term beginning May 1 each year. The director of mediation services shall provide secretarial and administrative services to the board.

Subd. 2. The board shall adopt its own rules governing its procedure and shall hold regular and special meetings as are prescribed in such rules. The chairman shall preside at meetings of the board. Members of the board shall be reimbursed at the rate of \$35 per day when in attendance at meetings of the board and shall be allowed their actual and necessary travel or other expenses incurred in the performance of their duties pursuant to the laws and rules governing such expenses for state employees.

Subd. 3. In addition to the other powers and duties given it by law, the board has the following powers and duties:

(a) to hear and decide issues relating to the meaning of the terms "supervisory employee", "confidential employee", "essential employee" or "professional employee", as defined by section 179.63;

(b) to hear and decide appeals from determinations of the director relating to the appropriateness of a unit under section 179.67;

(c) to approve or disapprove the rules and regulations promulgated by the director under section 179.71, subdivision 5, clause (g).

Subd. 4. The board shall adopt rules pursuant to chapter 15 governing the presentation of issues relating to matters included in subdivision 3; and the taking of such appeals. All issues and appeals presented to the board shall be determined upon the record established by the director of mediation, except that the board at its discretion may request additional evidence when necessary or helpful.

Subd. 5. The board shall maintain a list of names of arbitrators qualified by experience and training in the field of labor management negotiations and arbitration. Names on the list may be selected and removed at any time by a majority of the board. In maintaining the list of such persons the board shall, to the maximum extent possible, select persons from varying geographical areas of the state.

Subd. 6. When final positions certified to the board as provided in section 179.69, subdivision 3, or submitted to the board as provided in section 179.69, subdivision 5, the board shall constitute an arbitration panel as follows:

The parties shall, under the direction of the chairman of the board, alternately strike names from a list of seven arbitrators until only three names remain, which three members shall be members of the panel; provided, however, that by mutual agreement the parties may select a single arbitrator to hear the dispute. If the parties are unable to agree on who shall strike the first name, the question shall be decided by the flip of a coin. In submitting names of arbitrators to the parties the board shall endeavor whenever possible to include names of persons from the general geographical area in which the public employer is located. The panel shall assume and have jurisdiction over the items of dispute certified to the board for which the panel was constituted. The panel's orders shall be issued upon a majority vote of members considering a given dispute. The members of the panel shall be paid their actual and necessary traveling and other expenses incurred in the performance of their duties plus a per diem allowance of \$100 for each day or part thereof while engaged in the consideration of a dispute. All expenses and costs of the panel shall be shared and assessed equally to the parties to the dispute.

Subd. 7. The arbitration panel or arbitrator selected by the parties shall resolve the issues in dispute between the parties as submitted by the board, and the panel's decision and order shall be final and binding upon the parties. Provided, however, that no decision of the panel which violates any provision of the laws of Minnesota or rules or regulations promulgated thereunder or municipal charters or ordinances or resolutions enacted pursuant thereto, or which causes a penalty to be incurred thereunder, shall have any force or effect. In considering a dispute and issuing its order the panel shall give due consideration to the statutory rights and obligations of public employers to efficiently manage and conduct its operations within the legal limitations surrounding the financing of such operations. The panel's orders shall be issued by a majority vote of its members considering a given dispute. The panel shall have no jurisdiction over nor authority to entertain any matter or issue not within the definition stated in section 179.63, subdivision 18; provided, however, items not within terms and conditions of employment may be included in an arbitration decision if such items are contained in the employer's final position. Any issue or



order or part thereof issued by the panel determining any matter not included under section 179.63, subdivision 18 or the employer's final position shall be void and of no effect. The panel shall render its decision within ten days from the date that all arbitration proceedings have been concluded, but in any event must issue its order by the last date the employer is required by statute, charter, ordinance or resolution to submit its tax levy or budget or certify its taxes voted to the appropriate public officer, agency, public body or office, or by November 1, whichever date is earlier. The panel's order shall be for such period as the panel shall direct, except that orders determining contracts for teacher units shall be effective to the end of the contract period as determined by section 179.70, subdivision 1.

Subd. 8. The arbitration panel may issue subpoenas requiring the attendance and testimony of witnesses and the production of evidence which relates to any matter involved in any dispute before it. The panel may administer oaths and affidavits, and may examine witnesses. Attendance of witnesses and the production of evidence may be required from any place in the state at any designated place of hearing; provided, however, the panel's meeting shall be held in the county in which the principal administrative offices of the employer are located, unless another location is selected by agreement of the parties. In case of contumacy or refusal to obey a subpoena issued under this section, the district court of the state for the county where the proceeding is pending or in which the person guilty of such contumacy or refusal to obey is found, or resides, or transacts business shall on application of the panel have jurisdiction to issue to such person an order requiring such person to appear before the panel, there to produce evidence as so ordered, or there to give testimony touching the matters in issue, and any failure to obey such order of the court may be punished by the court as a contempt thereof.

Subd. 9. Upon issuing its decision and order involving any dispute, the panel shall transmit the order and any written decision explaining the order to the board and to the director and to the appropriate representative or officer of the public employer and the employees. Should any issues submitted to arbitration be settled voluntarily before the arbitrator issues his decision, notice of such settlement shall be made by the arbitrator in a report issued both to the board and to the director.

Subd. 10. At the request of the exclusive representative to a dispute involving any essential employees, the board shall proceed in accordance with section 179.72 and the order shall be binding on both parties. The parties may stipulate those agreed upon items to be excluded from arbitration.

Subd. 11. [Repealed, 1973 c 635 s 37]

Subd. 12. The parties to an arbitration proceeding may at any time prior to or after issuance of an order of the arbitration panel, agree and settle upon terms and conditions of employment regardless of the terms and conditions of employment determined by the order. The parties shall, if so agreeing and settling, execute a written contract or memorandum of contract pursuant to section 179.70, subdivision 1.

Subd. 13. [Repealed, 1973 c 635 s 37]

[Ex 1971 c 33 s 12; 1973 c 635 s 28-31; 1974 c 246 s 1; 1974 c 247 s 2]

**179.73 POLICY CONSULTANTS.** Subdivision 1. The legislature recognizes that professional employees possess knowledge, expertise, and dedication which is helpful and necessary to the operation and quality of public services and which may assist public employers in developing their policies. It is, therefore, the policy of this state to encourage close cooperation between public employers and professional employees by providing for discussions and the mutual exchange of ideas regarding all matters not specified under section 179.63, subdivision 18.

Subd. 2. The professional employees shall select a representative to meet and confer with a representative or committee of the public employer on matters not specified under section 179.63, subdivision 18 relating to the services being provided

to the public. The public employer shall provide the facilities and set the time for such conferences to take place, provided that the parties shall meet together at least once every four months.

Subd. 3. [Repealed, 1973 c 635 s 37]

Subd. 4. [Repealed, 1973 c 635 s 37]

Subd. 5. [Repealed, 1973 c 635 s 37]

[Ex 1971 c 33 s 13; 1973 c 35 s 41; 1973 c 635 s 32]

**179.74 STATE AND ITS EMPLOYEES; NEGOTIATIONS; APPROPRIATE UNITS.** Subdivision 1. For purposes of this section the term "appointing authority" has the meaning given it by section 43.01, subdivision 11.

Subd. 2. The employer of state employees shall be, for purposes of sections 179.61 to 179.77, the commissioner of personnel or his representative. If the commissioner is succeeded in his personnel functions by another state officer, he shall be the employer of state employees for the purposes of sections 179.61 to 179.77.

Subd. 3. In all negotiations between the state and exclusive representatives the state shall be represented by the commissioner of personnel or his representative. The attorney general, and each appointing authority shall cooperate with the commissioner of personnel in conducting negotiations and shall make available such personnel and other resources as are necessary to enable the commissioner to conduct effective negotiations.

Subd. 4. The commissioner of personnel shall meet and negotiate with the exclusive representative of appropriate units in the manner prescribed by sections 179.61 to 179.77; provided, however, that the director of mediation services shall define appropriate units of state employees as all the employees under the same appointing authority except where professional, geographical or other considerations affecting employment relations clearly require appropriate units of some other composition. Regardless of unit determination, the governor may upon the unanimous written request of exclusive representatives of units and appointing authorities direct that negotiations be conducted for one or more appointing authorities in a common proceeding.

Subd. 5. The commissioner of personnel is authorized to and may enter into agreements. The provisions of said agreements which establish wages and economic fringe benefits shall be submitted to the legislature to be accepted, rejected or modified.

[Ex 1971 c 33 s 14; 1973 c 507 s 39, 45; 1973 c 635 s 33-35]

**179.75 APPLICATION OF SECTIONS 185.07 TO 185.19.**

Subdivision 1. [Repealed, 1973 c 635 s 37]

Subd. 2. [Repealed, 1973 c 635 s 37]

Subd. 3. [Repealed, 1973 c 635 s 37]

Subd. 4. [Repealed, 1973 c 635 s 37]

Subd. 5. [Repealed, 1973 c 635 s 37]

Subd. 6. [Repealed, 1973 c 635 s 37]

Subd. 7. [Repealed, 1973 c 635 s 37]

Subd. 8. Minnesota Statutes 1971, Sections 185.07 to 185.19, shall apply to all public employees, including those specifically excepted from the definition of public employee in section 179.63, subdivision 7, except as sections 185.07 to 185.19 may be inconsistent with section 179.68.

Subd. 9. [Repealed, 1973 c 635 s 37]

[Ex 1971 c 33 s 15; 1973 c 635 s 36]

**179.76 INDEPENDENT REVIEW.** It shall be the public policy of the state of Minnesota that every public employee should be provided with the right of independent review, by a disinterested person or agency, of any grievance arising out of the interpretation of or adherence to terms and conditions of employment. When such review is not provided under statutory, charter, or ordinance provisions for a civil service or merit system, the governmental agency may provide for such review consistent with the provisions of law or charter. If no other procedure exists for the independent review of such grievances, the employee may present his grievance to the public employment relations panel under procedures established by the board.

[Ex 1971 c 33 s 16]

**179.77** [Repealed, 1973 c 635 s 37]

1974-1975 CLASS SIZE DATA BY LEVEL  
OF INSTRUCTION IN THE STATE,  
REGION AND SCHOOL DISTRICT

### INTRODUCTION

The tables in this paper present a comprehensive view of the 1974-75 elementary; secondary; administrative, supervisory and special personnel; and, total full time equivalency (FTE) professional staff class size ratios by region, state, and school districts. This data is unique in that it presents the school district ratios by school district size, 1974-75 adjusted maintenance cost per pupil unit, 1974-75 EARC (Equalization Aid Review Committee) valuation per pupil unit, and enrollment trend from 1970 to 1974.

Table 1 depicts the aggregation of the class size ratios by level of instruction in the regions and the state. The definitions of the terms and parameters used in this table can be found in the definitions section of this paper.

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Insert Table 1 Here

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Table 2 presents the high and low school districts in the upper quartile and the high and low school districts in the lower quartile of the elementary; secondary; administrative, supervisory and special personnel and total full time equivalency (FTE) professional staff class size ratios. This table demonstrates the range of class size ratios in the state of Minnesota. Those school districts found to be in error due to inconsistency in the school districts reporting of middle school enrollments and staff are excluded from this table. These latter school districts have an asterisk by their name in Table 3.

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Insert Table 2 Here

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Table 3 depicts the class size ratios by level of instruction in each school district. Because of the inconsistency in how the

school districts reported middle school enrollments and staff, the elementary and secondary data from these school districts must be viewed with caution. Such districts have been identified in Table 3 with an asterisk.

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Insert Table 3 Here

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## DATA SOURCES AND DEFINITIONS

### Data Sources

1974-75 Fall Enrollment: Minnesota State Department of Education  
School District Fall Reports (F23-5)

1974-75 Adjusted Maintenance Cost per pupil unit: Minnesota State  
Department of Education

1974-75 EARC (Equalization Aid Review Committee) valuation per  
pupil unit: Minnesota Department of Education

1974-75 Personnel data: Minnesota State Department of Education

Enrollment Trends (1970-71 to 1974-75): This is the percentage  
change in enrollments from the October 1, 1970 to October 1,  
1974 data taken from the State Department of Education  
School District Fall Reports (F23-5)

### Definitions

Type of District: Each school district has been classified by  
a four-digit number (e.g. 1 3 1 3). Each digit represents  
the following:

a. First digit = District size:

- 1 = 0-299 students enrolled
- 2 = 300-799 students enrolled
- 3 = 800-1799 students enrolled
- 4 = 1800 plus students enrolled
- 5 = enrollment in the Cities of the  
first class school districts

b. Second digit = Adjusted Maintenance Cost per pupil unit:

- 1 = \$0-749
- 2 = \$750-949
- 3 = \$950 plus

c. Third digit = 1974-75 EARC valuation per pupil unit:

- 1 = \$0-7999
- 2 = \$8000-15999
- 3 = \$16000 plus

335

d. Fourth digit = 1970-71 to 1974-75 enrollment trend:

- 1 = 10% or more growth
- 2 = 6% to 9% growth
- 3 = 5% growth to 5% decline
- 4 = 6% to 9% decline
- 5 = 10% or more decline

Enrollment: The enrollment factors for the levels is as follows:

- Elementary: Grades 1-6 enrollment, excluding elementary handicapped students.
- Secondary: Grades 7-12 enrollment, excluding secondary handicapped students.
- Administration: Grades K-12 enrollment including all handicapped students.
- Total professional: Grades K-12 enrollment including all handicapped students.

FTE Teachers or staff: The classification of staff used in the levels of instruction is as follows:

- Elementary: Grades 1-6 classroom teachers.
- Secondary: Grades 7-12 classroom teachers.
- Administration: All full time equivalency (FTE) administrative, supervisory and special personnel who do not spend this portion of their FTE in the classroom.
- Total Professional: Total full time equivalency (FTE) professional staff in the school district, excluding post-secondary and adult education staff.

Pupil/(teacher or staff) rank: This is the ranking of class size ratios by level of instruction.

Table 1: The ranking ranges from 1, being the highest or largest class size ratio by region and state, whereas 12 is the lowest or smallest class size ratio.

Table 3: The ranking ranges from 1 being the highest or largest class size to 436 which is the lowest or smallest class size ratio by level of instruction in the school districts.

Average weekly salary: This is the salaries of the full time equivalency (FTE) professional staff in each level of instruction divided by the total number in that category.

Average weekly salary rank: This is the ranking of average weekly salaries by level of instruction.

Table 1: The ranking ranges from 1 being the highest salaries per week to 12 which is the lowest salaries per week in the regions and state.

Table 3: The ranking ranges from 1 to 436. A ranking of 1 indicates the highest average weekly salaries per week; 436 indicates the lowest average salaries per week by level of instruction.

T A B L E 1

REGION		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO RANK		AVG. WEEKLY FTE (TEACHER OR STAFF) SALARY RANK	
01	ELEMENTARY	9819	474.9	20.7	12	\$ 269.16	11
	SECONDARY	12227	664.2	18.4	11	\$ 281.61	11
	ADMINSTR.	23732	114.6	207.1	12	\$ 382.44	10
	TOTAL PROF	23732	1530.5	15.5	11	\$ 284.27	12
02	ELEMENTARY	6330	255.9	24.7	2	\$ 270.71	10
	SECONDARY	7701	396.3	19.4	8	\$ 289.94	8
	ADMINSTR.	14942	60.2	248.1	6	\$ 391.67	8
	TOTAL PROF	14942	893.9	16.7	8	\$ 288.26	9
03	ELEMENTARY	32406	1364.7	23.7	5	\$ 315.46	2
	SECONDARY	41335	1996.3	20.7	4	\$ 334.33	2
	ADMINSTR.	78693	299.9	262.4	2	\$ 434.87	3
	TOTAL PROF	78693	4427.1	17.8	3	\$ 333.05	2
04	ELEMENTARY	17261	779.9	22.1	9	\$ 279.29	5
	SECONDARY	22834	1123.1	20.3	6	\$ 293.43	7
	ADMINSTR.	42820	177.4	241.3	8	\$ 395.26	7
	TOTAL PROF	42820	2545.2	16.8	7	\$ 295.26	6
05	ELEMENTARY	11971	515.1	23.2	6	\$ 276.27	7
	SECONDARY	15849	773.8	20.5	5	\$ 293.64	6
	ADMINSTR.	29772	123.0	242.0	7	\$ 397.67	6
	TOTAL PROF	29772	1750.9	17.0	5	\$ 295.38	5
06	ELEMENTARY	15195	725.7	20.9	11	\$ 266.60	12
	SECONDARY	20167	1086.0	18.6	9	\$ 286.09	10
	ADMINSTR.	37913	179.0	211.7	10	\$ 385.25	9
	TOTAL PROF	37913	2414.2	15.7	10	\$ 287.26	10
07	ELEMENTARY	29978	1217.9	24.6	3	\$ 271.21	9
	SECONDARY	36537	1716.0	21.3	2	\$ 296.36	5
	ADMINSTR.	71650	250.9	285.5	1	\$ 419.74	4
	TOTAL PROF	71650	3939.3	18.2	2	\$ 294.91	7
08	ELEMENTARY	12921	606.3	21.3	10	\$ 273.80	8
	SECONDARY	17200	999.2	17.2	12	\$ 278.52	12
	ADMINSTR.	32167	153.8	209.2	11	\$ 378.79	12
	TOTAL PROF	32167	2086.5	15.4	12	\$ 286.08	11
09	ELEMENTARY	18082	808.3	22.4	8	\$ 277.81	6
	SECONDARY	23796	1283.0	18.5	10	\$ 288.19	9
	ADMINSTR.	45072	197.8	227.6	9	\$ 382.05	11
	TOTAL PROF	45022	2760.5	16.3	9	\$ 292.41	8
10	ELEMENTARY	37375	1643.8	22.7	7	\$ 281.76	4
	SECONDARY	44910	2250.1	20.0	7	\$ 300.75	4
	ADMINSTR.	88686	344.7	257.3	3	\$ 406.01	5
	TOTAL PROF	88686	5262.6	16.9	6	\$ 301.26	4
11	ELEMENTARY	176624	6847.1	25.8	1	\$ 319.68	1
	SECONDARY	204144	9200.1	22.2	1	\$ 356.25	1
	ADMINSTR.	411618	1613.9	255.0	4	\$ 497.93	1
	TOTAL PROF	411618	22369.1	18.4	1	\$ 354.56	1
STATE	ELEMENTARY	367962	15239.7	24.1	4	\$ 299.01	3
	SECONDARY	446700	21488.3	20.8	3	\$ 323.39	3
	ADMINSTR.	877015	3515.4	249.5	5	\$ 446.08	2
	TOTAL PROF	877015	49979.8	17.5	4	\$ 374.49	3



T A B L E 2

CLASS SIZE - DESCRIPTIVE INFORMATION

UPPER QUARTILE

Class Size Ratio Category	Ratio Rank 1	School District	Ratio Rank 109	School District
Elementary	30.5	Mound	24.7	Staples
Secondary	29.6	Spring Grove	21.0	Wells
Administration	522.1	Foley	283.4	International Falls
Total Professional Staff	21.4	North Branch	17.8	Rush City

LOWER QUARTILE

	<u>Rank 327</u>		<u>Rank 436</u>	
Elementary	19.3	Parkers Prairie	10.7	Marietta
Secondary	16.9	Warren	9.2	Humboldt
Administration	176.0	Winnebago	0	Wrenshall
Total Professional Staff	14.8	Welcome	8.4	Humboldt

T A B L E 3

DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
543 DEER CREEK	1 3 1 3					
	ELEMENTARY	107	7.3	14.6	\$ 235.84	396
	SECONDARY	137	8.4	16.2	\$ 291.94	152
	ADMINSTR.	258	2.2	117.8	\$ 415.83	131
	TOTAL PROF	258	18.5	14.0	\$ 283.41	213
AVERAGE FOR 1 3 1 3	( 1 DISTRICTS)					
	ELEMENTARY	107	7.3	14.6	\$ 235.84	
	SECONDARY	137	8.4	16.2	\$ 291.94	
	ADMINSTR.	258	2.2	117.8	\$ 415.83	
	TOTAL PROF	258	18.5	14.0	\$ 283.41	
440 MIDDLE RIVER	1 3 1 5					
	ELEMENTARY	126	5.8	21.6	\$ 298.55	81
	SECONDARY	157	13.1	12.0	\$ 275.66	237
	ADMINSTR.	295	2.7	110.5	\$ 355.45	327
	TOTAL PROF	295	25.4	11.6	\$ 283.81	209
AVERAGE FOR 1 3 1 5	( 1 DISTRICTS)					
	ELEMENTARY	126	5.8	21.6	\$ 298.55	
	SECONDARY	157	13.1	12.0	\$ 275.66	
	ADMINSTR.	295	2.7	110.5	\$ 355.45	
	TOTAL PROF	295	25.4	11.6	\$ 283.81	
597 CROSKINE	1 3 2 2					
	ELEMENTARY	116	6.1	19.0	\$ 252.08	327
	SECONDARY	140	7.9	17.7	\$ 305.03	99
	ADMINSTR.	281	2.0	140.5	\$ 361.11	306
	TOTAL PROF	291	17.6	16.0	\$ 293.81	155
510 LA PORTE	1 3 2 2					
	ELEMENTARY	112	5.0	22.4	\$ 261.67	272
	SECONDARY	144	7.9	18.1	\$ 271.24	255
	ADMINSTR.	270	.7	403.0	\$ 300.66	425
	TOTAL PROF	270	18.0	15.0	\$ 265.36	331
AVERAGE FOR 1 3 2 2	( 2 DISTRICTS)					
	ELEMENTARY	114	5.5	20.7	\$ 256.87	
	SECONDARY	142	7.9	17.9	\$ 288.13	
	ADMINSTR.	275	1.3	271.7	\$ 330.88	
	TOTAL PROF	275	17.8	15.5	\$ 279.58	
701 ANZLEY	1 3 2 3					
	ELEMENTARY	128	6.0	21.3	\$ 281.02	147
	SECONDARY	136	9.7	14.0	\$ 269.10	267
	ADMINSTR.	277	1.8	155.6	\$ 349.43	342
	TOTAL PROF	277	21.0	13.2	\$ 280.93	231
676 BADGER	1 3 2 3					
	ELEMENTARY	123	6.0	20.5	\$ 246.09	356
	SECONDARY	151	8.3	18.1	\$ 252.81	352
	ADMINSTR.	290	1.0	290.0	\$ 336.54	377
	TOTAL PROF	290	17.3	16.8	\$ 259.49	356

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
262 BARRETT	1 3 2 3	ELEMENTARY	86	6.0	14.3	429	\$ 265.72	242
		SECONDARY	101	9.3	10.9	433	\$ 250.76	360
		ADMINSTR.	198	1.7	118.6	409	\$ 425.75	100
		TOTAL PROF	198	18.0	11.0	431	\$ 271.59	289
570 FINLAYSON	1 3 2 3	ELEMENTARY	108	7.0	15.4	417	\$ 239.77	379
		SECONDARY	115	7.1	16.1	354	\$ 255.72	333
		ADMINSTR.	247	1.6	158.3	354	\$ 362.07	303
		TOTAL PROF	247	16.5	15.0	314	\$ 259.65	355
523 GARY	1 3 2 3	ELEMENTARY	132	6.0	22.0	217	\$ 270.25	207
		SECONDARY	125	9.6	13.0	425	\$ 259.50	308
		ADMINSTR.	276	1.3	220.8	235	\$ 329.98	389
		TOTAL PROF	276	19.7	14.0	365	\$ 284.24	206
232 PETERSON	1 3 2 3	ELEMENTARY	107	5.0	21.6	245	\$ 268.57	224
		SECONDARY	103	7.3	14.0	412	\$ 277.36	230
		ADMINSTR.	226	1.0	219.4	240	\$ 316.44	379
		TOTAL PROF	226	15.0	15.1	306	\$ 272.10	285
AVERAGE FOR 1 3 2 3		( 6 DISTRICTS)						
		ELEMENTARY	114	6.0	19.2		\$ 261.90	
		SECONDARY	121	8.6	14.3		\$ 260.87	
		ADMINSTR.	252	1.4	193.8		\$ 356.70	
		TOTAL PROF	252	17.9	14.2		\$ 271.33	
209 KENSINGTON	1 3 2 4	ELEMENTARY	104	6.0	17.3	379	\$ 264.41	252
		SECONDARY	130	8.8	14.7	395	\$ 242.82	385
		ADMINSTR.	249	2.6	97.3	428	\$ 321.78	403
		TOTAL PROF	249	20.3	12.3	419	\$ 260.96	348
AVERAGE FOR 1 3 2 4		( 1 DISTRICTS)						
		ELEMENTARY	104	6.0	17.3		\$ 264.41	
		SECONDARY	130	8.8	14.7		\$ 242.82	
		ADMINSTR.	249	2.6	97.3		\$ 321.78	
		TOTAL PROF	249	20.3	12.3		\$ 260.96	
261 ASHBY	1 3 2 5	ELEMENTARY	125	6.0	20.8	277	\$ 233.85	404
		SECONDARY	158	8.6	18.3	252	\$ 255.06	336
		ADMINSTR.	299	2.8	106.8	424	\$ 310.32	416
		TOTAL PROF	299	20.1	14.9	319	\$ 249.55	399
561 GOODRIDGE	1 3 2 5	ELEMENTARY	100	7.0	14.3	430	\$ 242.86	371
		SECONDARY	167	10.2	16.4	343	\$ 214.44	428
		ADMINSTR.	287	2.7	107.5	422	\$ 323.95	397
		TOTAL PROF	287	26.6	10.8	432	\$ 235.33	418

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
418 RUSSELL	1 3 2 5	ELEMENTARY	119	6.0	19.8	303	\$ 31.46	143
		SECONDARY	140	8.9	15.7	371	\$ 251.32	357
		ADMINSTR.	271	1.8	148.1	368	\$ 300.63	426
		TOTAL PROF	271	18.1	14.9	315	\$ 265.40	330
444 STRANDQUIST	1 3 2 5	ELEMENTARY	49	3.0	16.3	403	\$ 204.91	431
		SECONDARY	97	6.8	14.2	407	\$ 205.03	434
		ADMINSTR.	154	1.2	129.4	396	\$ 322.86	401
		TOTAL PROF	154	13.5	11.4	429	\$ 220.22	433
615 VILLARD	1 3 2 5	ELEMENTARY	114	7.0	16.3	404	\$ 264.35	255
		SECONDARY	160	8.0	20.0	164	\$ 258.87	312
		ADMINSTR.	294	2.5	117.6	411	\$ 329.75	390
		TOTAL PROF	294	18.7	15.7	268	\$ 270.39	297
AVERAGE FOR 1 3 2 5	( 5 DISTRICTS)	ELEMENTARY	101	5.8	17.5		\$ 245.49	
		SECONDARY	144	8.5	16.9		\$ 236.95	
		ADMINSTR.	261	2.2	121.9		\$ 317.50	
		TOTAL PROF	261	19.4	13.5		\$ 248.18	
114 BACKUS	1 3 3 1	ELEMENTARY	105	6.0	17.5	375	\$ 215.69	425
		SECONDARY	170	7.3	23.4	29	\$ 229.48	410
		ADMINSTR.	288	3.0	96.0	429	\$ 297.40	428
		TOTAL PROF	288	20.2	14.2	351	\$ 237.88	417
158 GONVICK	1 3 3 1	ELEMENTARY	127	5.1	24.9	103	\$ 267.23	233
		SECONDARY	148	8.7	17.0	323	\$ 262.21	302
		ADMINSTR.	295	2.0	143.9	377	\$ 332.47	383
		TOTAL PROF	295	19.2	15.3	297	\$ 274.59	271
AVERAGE FOR 1 3 3 1	( 2 DISTRICTS)	ELEMENTARY	116	5.6	21.2		\$ 241.46	
		SECONDARY	159	8.0	20.2		\$ 245.84	
		ADMINSTR.	291	2.5	120.0		\$ 314.93	
		TOTAL PROF	291	19.7	14.8		\$ 256.24	
308 NEVIS	1 3 3 2	ELEMENTARY	116	6.8	17.0	391	\$ 271.50	202
		SECONDARY	151	10.1	15.0	391	\$ 301.18	117
		ADMINSTR.	280	1.5	186.7	301	\$ 302.79	421
		TOTAL PROF	280	20.9	13.4	388	\$ 286.07	197
AVERAGE FOR 1 3 3 2	( 1 DISTRICTS)	ELEMENTARY	116	6.8	17.0		\$ 271.50	
		SECONDARY	151	10.1	15.0		\$ 301.18	
		ADMINSTR.	280	1.5	186.7		\$ 302.79	
		TOTAL PROF	280	20.9	13.4		\$ 286.07	

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
436 ALVARADO	1 3 3 3	ELEMENTARY	101	6.0	16.8	395	\$ 260.81	278
		SECONDARY	130	7.5	17.4	304	\$ 253.48	349
		ADMINSTR.	256	1.7	153.3	365	\$ 338.48	373
		TOTAL PROF	256	17.3	14.8	326	\$ 269.85	301
057 BEARDSLEY	1 3 3 3	ELEMENTARY	92	4.5	20.4	286	\$ 254.02	316
		SECONDARY	114	8.7	13.1	424	\$ 236.25	402
		ADMINSTR.	219	.4	509.3	2	\$ 359.53	311
		TOTAL PROF	219	16.4	13.4	391	\$ 242.79	411
453 EAST CHAIN	1 3 3 3	ELEMENTARY	113	6.0	18.8	338	\$ 214.95	426
		SECONDARY	166	9.2	18.1	264	\$ 222.73	420
		ADMINSTR.	299	3.2	94.3	431	\$ 349.81	340
		TOTAL PROF	299	22.5	13.3	394	\$ 245.94	408
524 HALSTAD	1 3 3 3	ELEMENTARY	130	6.0	21.7	240	\$ 250.95	334
		SECONDARY	146	10.2	14.3	402	\$ 239.45	395
		ADMINSTR.	296	1.0	296.0	83	\$ 405.90	160
		TOTAL PROF	296	20.1	14.7	332	\$ 257.68	373
415 LYND	1 3 3 3	ELEMENTARY	96	6.0	16.1	408	\$ 221.93	419
		SECONDARY	111	7.2	15.4	376	\$ 230.52	408
		ADMINSTR.	220	1.4	161.8	346	\$ 288.49	431
		TOTAL PROF	220	16.6	13.3	393	\$ 233.35	424
4 MENTOR	1 3 3 3	ELEMENTARY	97	6.0	16.2	407	\$ 248.27	348
		SECONDARY	114	7.6	15.0	392	\$ 249.36	369
		ADMINSTR.	230	1.0	230.0	217	\$ 317.65	410
		TOTAL PROF	230	19.0	12.1	422	\$ 240.60	414
635 MILROY	1 3 3 3	ELEMENTARY	120	8.1	14.9	422	\$ 242.12	372
		SECONDARY	150	10.0	15.0	390	\$ 257.56	323
		ADMINSTR.	286	2.2	132.4	389	\$ 317.86	408
		TOTAL PROF	286	22.7	12.6	414	\$ 257.01	374
328 SIOUX VALLEY	1 3 3 3	ELEMENTARY	109	5.0	21.8	232	\$ 246.25	239
		SECONDARY	100	7.1	14.2	408	\$ 294.82	142
		ADMINSTR.	225	2.5	90.0	433	\$ 356.13	324
		TOTAL PROF	225	18.0	12.5	416	\$ 289.09	184
AVERAGE FOR 1 3 3 3 ( 8 DISTRICTS)		ELEMENTARY	107	5.9	18.3		\$ 244.91	
		SECONDARY	128	8.4	15.3		\$ 248.02	
		ADMINSTR.	253	1.7	208.4		\$ 341.73	
		TOTAL PROF	253	19.1	13.3		\$ 254.47	

348.

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVG. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
631 BELVIEW *	1 3 3 4	ELEMENTARY	110	6.0	18.3	353	\$ 226.23	414
		SECONDARY	147	8.5	17.2	308	\$ 237.02	401
		ADMINSTR.	272	2.5	108.8	418	\$ 293.41	429
		TOTAL PROF	272	18.4	14.8	323	\$ 240.49	415
522 BORUP	1 3 3 4	ELEMENTARY	81	5.0	16.2	406	\$ 232.79	407
		SECONDARY	93	7.2	12.9	427	\$ 277.92	226
		ADMINSTR.	184	1.7	108.2	419	\$ 301.84	422
		TOTAL PROF	184	16.6	11.1	430	\$ 254.56	382
592 CLIMAX - SHELLY	1 3 3 4	ELEMENTARY	97	5.5	17.6	372	\$ 265.50	244
		SECONDARY	145	9.6	15.0	389	\$ 265.82	286
		ADMINSTR.	264	1.4	184.6	304	\$ 491.10	29
		TOTAL PROF	264	19.7	13.4	390	\$ 278.97	248
611 CYRUS	1 3 3 4	ELEMENTARY	80	3.0	26.7	42	\$ 263.21	264
		SECONDARY	105	9.2	11.4	431	\$ 247.04	374
		ADMINSTR.	204	1.8	110.3	415	\$ 401.96	173
		TOTAL PROF	204	16.6	12.3	418	\$ 268.00	308
896 WOOD LAKE	1 3 3 4	ELEMENTARY	85	6.0	14.2	431	\$ 249.19	346
		SECONDARY	139	8.2	17.0	318	\$ 258.51	316
		ADMINSTR.	234	1.0	234.0	210	\$ 350.00	337
		TOTAL PROF	234	18.0	13.0	404	\$ 261.66	345
AVERAGE FOR 1 3 3 4	( 5 DISTRICTS)	ELEMENTARY	90	5.1	18.6		\$ 247.38	
		SECONDARY	125	8.5	14.7		\$ 257.26	
		ADMINSTR.	231	1.7	149.2		\$ 367.66	
		TOTAL PROF	231	17.9	12.9		\$ 260.73	
371 BELLINGHAM	1 3 3 5	ELEMENTARY	116	5.3	21.8	235	\$ 254.48	315
		SECONDARY	160	10.7	14.9	393	\$ 268.63	274
		ADMINSTR.	294	2.7	110.1	416	\$ 308.04	418
		TOTAL PROF	294	24.5	12.0	424	\$ 263.73	338
451 CEYLON *	1 3 3 5	ELEMENTARY	89	7.0	12.7	432	\$ 245.77	358
		SECONDARY	156	10.9	14.4	401	\$ 261.66	304
		ADMINSTR.	264	1.7	154.4	363	\$ 314.03	414
		TOTAL PROF	264	22.1	11.9	425	\$ 254.22	384
218 DELAVAN	1 3 3 5	ELEMENTARY	96	6.5	14.8	424	\$ 234.62	400
		SECONDARY	152	8.1	18.7	234	\$ 233.11	406
		ADMINSTR.	265	2.8	93.6	432	\$ 347.01	353
		TOTAL PROF	265	20.4	13.0	403	\$ 253.25	388

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
893 ECHO	1 3 3 5	ELEMENTARY	99	5.8	17.0	392	\$ 204.76	432
		SECONDARY	144	11.1	12.9	426	\$ 211.00	432
		ADMINSTR.	254	2.2	117.1	412	\$ 366.93	292
		TOTAL PROF	254	19.7	12.9	405	\$ 230.25	428
243 EMMONS	1 3 3 5	ELEMENTARY	105	6.0	17.5	376	\$ 203.83	433
		SECONDARY	152	10.0	15.2	384	\$ 205.89	433
		ADMINSTR.	274	2.0	137.0	384	\$ 324.18	396
		TOTAL PROF	274	21.3	12.9	408	\$ 219.48	434
208 EVANSVILLE	1 3 3 5	ELEMENTARY	124	7.5	16.5	399	\$ 295.00	90
		SECONDARY	150	9.3	16.1	359	\$ 254.21	343
		ADMINSTR.	296	2.4	125.4	401	\$ 373.75	267
		TOTAL PROF	296	20.5	14.4	345	\$ 283.58	211
650 FRANKLIN	1 3 3 5	ELEMENTARY	98	6.5	15.1	420	\$ 265.34	245
		SECONDARY	145	10.4	14.0	413	\$ 242.58	388
		ADMINSTR.	264	2.0	130.0	395	\$ 357.98	316
		TOTAL PROF	264	20.1	13.1	401	\$ 264.81	332
220 FROST	1 3 3 5	ELEMENTARY	79	7.0	11.3	434	\$ 296.32	89
		SECONDARY	101	9.3	10.8	434	\$ 279.91	216
		ADMINSTR.	192	1.8	107.9	420	\$ 385.10	230
		TOTAL PROF	192	19.4	9.9	433	\$ 298.91	127
525 HENDRUM - PERLEY	1 3 3 5	ELEMENTARY	94	6.0	15.7	413	\$ 240.09	377
		SECONDARY	117	9.5	12.4	428	\$ 310.48	80
		ADMINSTR.	227	0	0	435	\$ 0	435
		TOTAL PROF	227	16.9	13.5	387	\$ 281.25	230
352 HUMBOLOT	1 3 3 5	ELEMENTARY	65	6.0	10.8	435	\$ 257.43	296
		SECONDARY	77	8.4	9.2	436	\$ 260.86	307
		ADMINSTR.	152	1.6	95.0	430	\$ 347.74	348
		TOTAL PROF	152	18.0	8.4	436	\$ 268.95	304
354 KENNEDY	1 3 3 5	ELEMENTARY	100	5.5	18.2	360	\$ 288.46	111
		SECONDARY	148	6.1	24.2	11	\$ 420.89	4
		ADMINSTR.	269	2.2	122.3	404	\$ 359.65	310
		TOTAL PROF	269	16.3	16.5	202	\$ 349.55	28
356 LANCASTER	1 3 3 5	ELEMENTARY	113	6.0	18.8	339	\$ 230.73	409
		SECONDARY	140	7.8	18.0	269	\$ 278.66	223
		ADMINSTR.	274	2.0	137.0	385	\$ 351.19	334
		TOTAL PROF	274	19.2	14.2	350	\$ 259.77	353



DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
669 MAGNOLIA	1 3 3 5	ELEMENTARY	80	5.0	16.0	411	\$ 236.54	392
		SECONDARY	114	8.6	13.2	423	\$ 204.03	435
		ADMINSTR.	209	1.3	156.0	358	\$ 348.35	347
		TOTAL PROF	209	17.4	12.0	423	\$ 227.39	430
376 MARIETTA	1 3 3 5	ELEMENTARY	82	7.6	10.7	436	\$ 190.97	436
		SECONDARY	85	8.9	9.6	435	\$ 226.72	412
		ADMINSTR.	176	1.0	167.6	336	\$ 281.90	432
		TOTAL PROF	176	19.1	9.2	435	\$ 210.81	436
326 OKABENA	1 3 3 5	ELEMENTARY	68	4.0	17.0	389	\$ 280.57	150
		SECONDARY	116	7.5	15.4	374	\$ 257.87	320
		ADMINSTR.	197	3.0	65.7	434	\$ 338.53	372
		TOTAL PROF	197	17.1	11.5	427	\$ 279.11	247
516 ROUND LAKE	1 3 3 5	ELEMENTARY	102	5.8	17.5	377	\$ 286.96	120
		SECONDARY	159	8.3	19.1	209	\$ 234.49	405
		ADMINSTR.	274	2.2	126.3	400	\$ 305.88	419
		TOTAL PROF	274	18.7	14.6	336	\$ 261.60	346
408 VERDI	1 3 3 5	ELEMENTARY	63	5.5	11.5	433	\$ 218.81	424
		SECONDARY	77	6.9	11.1	432	\$ 211.05	431
		ADMINSTR.	147	1.4	105.0	425	\$ 312.93	415
		TOTAL PROF	147	15.9	9.2	434	\$ 222.54	432
AVERAGE FOR 1 3 3 5	(17 DISTRICTS)	ELEMENTARY	92	6.1	15.5		\$ 248.87	
		SECONDARY	129	8.9	14.7		\$ 256.59	
		ADMINSTR.	236	1.9	114.7		\$ 319.01	
		TOTAL PROF	236	19.2	12.3		\$ 260.54	
821 MENAHA	2 2 1 1	ELEMENTARY	302	14.0	21.6	246	\$ 264.57	250
		SECONDARY	340	15.6	21.8	73	\$ 257.56	324
		ADMINSTR.	694	3.0	231.3	212	\$ 367.27	291
		TOTAL PROF	694	37.0	18.8	58	\$ 272.16	284
333 OGILVIE	2 2 1 1	ELEMENTARY	289	12.0	24.1	134	\$ 269.99	210
		SECONDARY	358	15.7	22.8	45	\$ 280.73	210
		ADMINSTR.	694	3.0	231.3	213	\$ 396.15	190
		TOTAL PROF	694	40.0	17.3	135	\$ 279.74	239
AVERAGE FOR 2 2 1 1	(2 DISTRICTS)	ELEMENTARY	295	13.0	22.8		\$ 267.28	
		SECONDARY	349	15.6	22.3		\$ 269.14	
		ADMINSTR.	694	3.0	231.3		\$ 381.71	
		TOTAL PROF	694	38.5	18.0		\$ 275.95	

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
786 BERTHA - HEWITT	2 2 1 3	ELEMENTARY	288	12.0	24.0	136	\$ 267.58	231
		SECONDARY	345	18.3	18.8	230	\$ 253.81	345
		ADMINSTR.	677	3.0	225.7	227	\$ 351.43	333
		TOTAL PROF	677	38.8	17.4	130	\$ 268.65	306
AVERAGE FOR 2 2 1 3	( 1 DISTRICTS)	ELEMENTARY	288	12.0	24.0		\$ 267.58	
		SECONDARY	345	18.3	18.8		\$ 253.81	
		ADMINSTR.	677	3.0	225.7		\$ 351.43	
		TOTAL PROF	677	38.8	17.4		\$ 268.65	
801 BROWNS VALLEY	2 2 1 4	ELEMENTARY	171	6.5	26.3	48	\$ 227.94	412
		SECONDARY	236	12.4	19.0	214	\$ 216.86	426
		ADMINSTR.	432	1.8	246.9	186	\$ 309.10	417
		TOTAL PROF	432	25.0	17.3	143	\$ 230.42	427
AVERAGE FOR 2 2 1 4	( 1 DISTRICTS)	ELEMENTARY	171	6.5	26.3		\$ 227.94	
		SECONDARY	236	12.4	19.0		\$ 216.86	
		ADMINSTR.	432	1.8	246.9		\$ 309.10	
		TOTAL PROF	432	25.0	17.3		\$ 230.42	
021 AUDUBON *	2 2 2 1	ELEMENTARY	189	6.8	27.9	27	\$ 280.22	153
		SECONDARY	197	10.7	18.5	248	\$ 201.93	436
		ADMINSTR.	419	2.0	209.5	270	\$ 376.46	259
		TOTAL PROF	419	22.2	18.8	52	\$ 244.74	410
402 HENDRICKS	2 2 2 1	ELEMENTARY	148	5.5	26.9	37	\$ 271.67	201
		SECONDARY	243	15.9	15.3	381	\$ 271.57	254
		ADMINSTR.	426	2.4	179.0	316	\$ 374.41	263
		TOTAL PROF	426	26.5	16.1	237	\$ 282.64	220
424 LESTER PRAIRIE	2 2 2 1	ELEMENTARY	254	14.0	18.1	361	\$ 263.42	261
		SECONDARY	255	15.1	16.9	328	\$ 254.07	344
		ADMINSTR.	550	2.5	220.0	236	\$ 380.04	248
		TOTAL PROF	550	36.5	15.1	308	\$ 272.99	277
550 UNDERWOOD	2 2 2 1	ELEMENTARY	214	8.0	26.8	40	\$ 229.23	411
		SECONDARY	267	12.6	21.2	102	\$ 257.02	329
		ADMINSTR.	508	2.0	254.0	174	\$ 372.22	274
		TOTAL PROF	508	27.9	18.2	80	\$ 267.35	314
AVERAGE FOR 2 2 2 1	( 4 DISTRICTS)	ELEMENTARY	201	8.6	24.9		\$ 261.13	
		SECONDARY	240	13.6	17.9		\$ 246.15	
		ADMINSTR.	475	2.2	215.6		\$ 375.79	
		TOTAL PROF	475	28.3	17.0		\$ 266.93	

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
207 BRANDON	2 2 2 3	ELEMENTARY	223	10.5	21.2	260	\$ 259.85	287
		SECONDARY	229	12.8	17.8	281	\$ 250.10	362
		ADMINSTR.	491	2.3	213.5	258	\$ 330.79	386
		TOTAL PROF	491	28.6	17.1	154	\$ 243.48	341
678 GREENBUSH	2 2 2 3	ELEMENTARY	300	13.0	23.1	182	\$ 256.84	302
		SECONDARY	311	16.6	18.7	231	\$ 297.86	126
		ADMINSTR.	657	3.0	219.0	242	\$ 378.64	250
		TOTAL PROF	657	37.9	17.3	137	\$ 289.11	183
791 GREY EAGLE	2 2 2 3	ELEMENTARY	191	9.0	21.2	261	\$ 244.75	365
		SECONDARY	209	13.1	16.0	362	\$ 266.25	284
		ADMINSTR.	419	2.0	209.5	271	\$ 347.19	351
		TOTAL PROF	419	27.1	15.5	289	\$ 262.97	342
545 HENNING	2 2 2 3	ELEMENTARY	253	10.2	24.9	101	\$ 273.12	192
		SECONDARY	348	17.8	19.5	189	\$ 287.57	179
		ADMINSTR.	639	2.5	255.6	170	\$ 399.34	179
		TOTAL PROF	639	36.7	17.4	131	\$ 290.74	173
783 KERKHOVEN	2 2 2 3	ELEMENTARY	283	12.0	23.7	155	\$ 207.60	429
		SECONDARY	309	16.3	18.9	224	\$ 272.14	253
		ADMINSTR.	632	2.0	311.3	56	\$ 375.77	260
		TOTAL PROF	632	33.5	18.9	51	\$ 256.45	376
628 PLUMMER	2 2 2 3	ELEMENTARY	147	6.0	24.5	114	\$ 250.93	335
		SECONDARY	158	9.4	16.7	332	\$ 250.51	361
		ADMINSTR.	328	2.5	131.2	393	\$ 301.39	423
		TOTAL PROF	328	21.0	15.6	277	\$ 259.12	361
409 TYLER	2 2 2 3	ELEMENTARY	253	13.6	18.6	347	\$ 257.19	298
		SECONDARY	279	16.0	17.5	303	\$ 269.27	264
		ADMINSTR.	562	3.0	187.3	300	\$ 341.98	361
		TOTAL PROF	562	35.5	15.8	259	\$ 271.32	292
AVERAGE FOR 2 2 2 3	( 7 DISTRICTS)	ELEMENTARY	235	10.6	22.5		\$ 250.04	
		SECONDARY	263	14.6	17.9		\$ 270.53	
		ADMINSTR.	532	2.5	218.2		\$ 353.59	
		TOTAL PROF	532	31.5	16.8		\$ 270.46	
768 HANCOCK	2 2 2 4	ELEMENTARY	167	7.5	22.4	203	\$ 260.29	285
		SECONDARY	192	10.1	18.9	221	\$ 245.13	379
		ADMINSTR.	385	3.0	128.3	397	\$ 315.46	412
		TOTAL PROF	385	23.1	16.7	187	\$ 258.32	365

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
404 LAKE BENTON	2 2 2 4	ELEMENTARY	193	10.5	18.4	352	\$ 218.02 423
		SECONDARY	266	16.4	16.2	352	\$ 219.16 424
		ADMINSTR.	477	2.0	238.5	205	\$ 370.65 279
		TOTAL PROF	477	31.6	15.1	304	\$ 232.78 425
603 MC INTOSH	2 2 2 4	ELEMENTARY	193	11.0	17.5	374	\$ 261.22 275
		SECONDARY	211	12.6	16.7	333	\$ 277.52 228
		ADMINSTR.	433	3.0	144.3	375	\$ 400.68 176
		TOTAL PROF	433	30.6	14.1	355	\$ 286.50 196
763 MEDFORD	2 2 2 4	ELEMENTARY	294	13.5	21.8	234	\$ 271.72 198
		SECONDARY	317	15.3	20.7	132	\$ 266.92 280
		ADMINSTR.	646	3.0	215.3	250	\$ 409.09 150
		TOTAL PROF	646	35.5	18.2	83	\$ 280.73 233
AVERAGE FOR 2 2 2 4	( 4 DISTRICTS)	ELEMENTARY	211	10.6	20.0		\$ 253.01
		SECONDARY	246	13.6	18.1		\$ 252.18
		ADMINSTR.	485	2.8	181.6		\$ 373.97
		TOTAL PROF	485	30.2	16.0		\$ 264.58
238 MABEL - CANTON	2 2 2 5	ELEMENTARY	281	13.4	21.0	272	\$ 284.99 129
		SECONDARY	355	19.7	18.0	268	\$ 266.25 283
		ADMINSTR.	692	3.0	230.7	215	\$ 373.57 269
		TOTAL PROF	692	41.3	16.8	179	\$ 284.71 205
AVERAGE FOR 2 2 2 5	( 1 DISTRICTS)	ELEMENTARY	281	13.4	21.0		\$ 284.99
		SECONDARY	355	19.7	18.0		\$ 266.25
		ADMINSTR.	692	3.0	230.7		\$ 373.57
		TOTAL PROF	692	41.3	16.8		\$ 284.71
638 SANBORN*	2 2 3 1	ELEMENTARY	174	7.0	24.9	102	\$ 220.63 421
		SECONDARY	165	11.7	14.1	410	\$ 215.61 427
		ADMINSTR.	369	2.0	184.5	305	\$ 334.78 382
		TOTAL PROF	369	22.9	16.1	233	\$ 234.95 419
AVERAGE FOR 2 2 3 1	( 1 DISTRICTS)	ELEMENTARY	174	7.0	24.9		\$ 220.63
		SECONDARY	165	11.7	14.1		\$ 215.61
		ADMINSTR.	369	2.0	184.5		\$ 334.78
		TOTAL PROF	369	22.9	16.1		\$ 234.95
542 BATTLE LAKE	2 2 3 2	ELEMENTARY	306	14.5	21.1	265	\$ 294.98 91
		SECONDARY	400	18.6	21.5	83	\$ 276.93 233
		ADMINSTR.	752	3.0	250.7	180	\$ 366.41 294
		TOTAL PROF	752	43.5	17.3	140	\$ 285.05 201

DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
AVERAGE FOR 2 2 3 2 (1 DISTRICTS)							
	ELEMENTARY	306	14.5	21.1		\$ 294.98	
	SECONDARY	400	18.6	21.5		\$ 276.93	
	ADMINSTR.	752	3.0	250.7		\$ 366.41	
	TOTAL PROF	752	43.5	17.3		\$ 285.05	
245 GLENVILLE 2 2 3 3							
	ELEMENTARY	305	14.0	21.8	233	\$ 265.03	248
	SECONDARY	301	16.6	18.1	261	\$ 279.19	222
	ADMINSTR.	663	3.0	221.0	233	\$ 341.78	362
	TOTAL PROF	663	38.6	17.2	150	\$ 279.66	240
830 JANESVILLE 2 2 3 3							
	ELEMENTARY	264	12.0	22.0	218	\$ 289.38	104
	SECONDARY	357	19.4	18.4	251	\$ 295.18	139
	ADMINSTR.	677	2.5	270.8	142	\$ 412.15	143
	TOTAL PROF	677	38.1	17.7	113	\$ 303.07	110
175 WESTBROOK 2 2 3 3							
	ELEMENTARY	271	11.0	24.6	112	\$ 243.94	368
	SECONDARY	253	15.7	16.1	356	\$ 294.30	144
	ADMINSTR.	561	2.2	258.5	164	\$ 335.10	380
	TOTAL PROF	561	33.8	16.6	195	\$ 280.38	235
AVERAGE FOR 2 2 3 3 (3 DISTRICTS)							
	ELEMENTARY	280	12.3	22.8		\$ 266.12	
	SECONDARY	303	17.3	17.5		\$ 289.56	
	ADMINSTR.	633	2.6	250.1		\$ 363.01	
	TOTAL PROF	633	36.9	17.2		\$ 287.70	
297 SPRING GROVE 2 2 3 4							
	ELEMENTARY	229	10.2	22.5	194	\$ 273.25	191
	SECONDARY	286	9.7	29.6	1	\$ 486.49	1
	ADMINSTR.	550	2.6	214.0	254	\$ 365.93	297
	TOTAL PROF	550	26.5	20.7	4	\$ 371.31	18
AVERAGE FOR 2 2 3 4 (1 DISTRICTS)							
	ELEMENTARY	229	10.2	22.5		\$ 273.25	
	SECONDARY	286	9.7	29.6		\$ 486.49	
	ADMINSTR.	550	2.6	214.0		\$ 365.93	
	TOTAL PROF	550	26.5	20.7		\$ 371.31	
060 GRACEVILLE 2 2 3 5							
	ELEMENTARY	209	10.4	20.1	294	\$ 245.21	363
	SECONDARY	296	15.0	19.8	174	\$ 264.97	290
	ADMINSTR.	521	3.0	173.7	332	\$ 347.66	349
	TOTAL PROF	521	33.0	15.8	263	\$ 265.77	326
AVERAGE FOR 2 2 3 5 (1 DISTRICTS)							
	ELEMENTARY	209	10.4	20.1		\$ 245.21	
	SECONDARY	296	15.0	19.8		\$ 264.97	
	ADMINSTR.	521	3.0	173.7		\$ 347.66	
	TOTAL PROF	521	33.0	15.8		\$ 265.77	

DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
447 GRYGLA-GATZKE	2 3 1 1						
	ELEMENTARY	164	9.0	18.2	357	\$ 249.30	343
	SECONDARY	193	12.8	15.1	388	\$ 275.86	235
	ADMINSTR.	379	3.0	126.3	399	\$ 341.73	363
	TOTAL PROF	379	26.9	14.1	360	\$ 277.63	255
AVERAGE FOR 2 3 1 1	( 1 DISTRICTS)						
	ELEMENTARY	164	9.0	18.2		\$ 249.30	
	SECONDARY	193	12.8	15.1		\$ 275.86	
	ADMINSTR.	379	3.0	126.3		\$ 341.73	
	TOTAL PROF	379	26.9	14.1		\$ 277.63	
362 LITTLEFORK	2 3 1 2						
	ELEMENTARY	307	14.0	21.9	222	\$ 268.15	228
	SECONDARY	283	17.2	16.4	345	\$ 243.67	381
	ADMINSTR.	637	3.0	212.3	263	\$ 390.15	209
	TOTAL PROF	637	40.6	15.7	270	\$ 262.61	343
690 WARROAD	2 3 1 2						
	ELEMENTARY	322	12.2	26.5	46	\$ 263.47	260
	SECONDARY	402	16.7	24.0	18	\$ 249.60	367
	ADMINSTR.	775	4.0	193.8	292	\$ 328.48	392
	TOTAL PROF	775	44.4	17.5	123	\$ 255.97	379
AVERAGE FOR 2 3 1 2	( 2 DISTRICTS)						
	ELEMENTARY	314	13.1	24.2		\$ 265.81	
	SECONDARY	342	17.0	20.2		\$ 246.64	
	ADMINSTR.	706	3.5	203.0		\$ 359.31	
	TOTAL PROF	706	42.5	16.6		\$ 259.29	
566 ASKOV	2 3 1 3						
	ELEMENTARY	210	9.0	23.3	170	\$ 292.18	96
	SECONDARY	234	12.3	19.1	212	\$ 291.00	158
	ADMINSTR.	477	3.0	159.0	353	\$ 436.06	73
	TOTAL PROF	477	28.2	16.9	169	\$ 312.52	86
694 BUHL	2 3 1 3						
	ELEMENTARY	230	10.0	23.0	183	\$ 307.50	61
	SECONDARY	269	15.8	17.0	320	\$ 306.77	92
	ADMINSTR.	540	2.0	270.0	145	\$ 383.72	236
	TOTAL PROF	540	31.6	17.1	158	\$ 313.04	85
789 CLARISSA	2 3 1 3						
	ELEMENTARY	170	10.0	17.0	390	\$ 247.97	349
	SECONDARY	255	12.2	20.9	116	\$ 275.66	238
	ADMINSTR.	467	2.5	186.1	302	\$ 348.74	345
	TOTAL PROF	467	34.0	13.7	376	\$ 267.35	313
002 HILL CITY	2 3 1 3						
	ELEMENTARY	174	9.0	19.3	324	\$ 223.77	418
	SECONDARY	217	14.7	14.7	397	\$ 278.86	411
	ADMINSTR.	411	2.5	164.4	343	\$ 357.92	317
	TOTAL PROF	411	30.1	13.6	380	\$ 245.51	409

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
036 KELLIHER	2 3 1 3	ELEMENTARY	127	6.0	21.2	263	\$ 238.60	385
		SECONDARY	175	11.2	15.6	372	\$ 242.17	390
		ADMINSTR.	326	1.6	203.7	279	\$ 343.96	357
		TOTAL PROF	326	23.5	13.9	374	\$ 246.79	407
487 UPSALA	2 3 1 3	ELEMENTARY	244	12.5	19.5	316	\$ 253.16	322
		SECONDARY	244	16.1	15.2	385	\$ 294.52	143
		ADMINSTR.	522	4.0	130.5	394	\$ 350.00	338
		TOTAL PROF	522	37.6	13.9	372	\$ 288.74	187
818 VERNOALE	2 3 1 3	ELEMENTARY	218	10.5	20.8	279	\$ 258.66	290
		SECONDARY	279	15.6	17.9	279	\$ 246.34	377
		ADMINSTR.	531	3.0	177.0	324	\$ 323.35	399
		TOTAL PROF	531	32.9	16.1	228	\$ 257.23	370
AVERAGE FOR 2 3 1 3		( 7 DISTRICTS)						
		ELEMENTARY	196	9.6	20.6		\$ 260.26	
		SECONDARY	239	14.0	17.2		\$ 269.33	
		ADMINSTR.	467	2.7	184.4		\$ 363.39	
		TOTAL PROF	467	31.1	15.0		\$ 275.88	
790 EAGLE BEND	2 3 1 4	ELEMENTARY	169	7.0	24.1	131	\$ 260.75	280.
		SECONDARY	213	13.0	16.4	344	\$ 264.49	293
		ADMINSTR.	404	2.5	161.6	347	\$ 386.92	221
		TOTAL PROF	404	28.6	14.1	358	\$ 278.50	250
486 SWANVILLE	2 3 1 4	ELEMENTARY	192	7.5	25.6	70	\$ 300.01	78
		SECONDARY	244	15.9	15.3	378	\$ 283.94	196
		ADMINSTR.	477	2.5	190.8	293	\$ 415.53	133
		TOTAL PROF	477	30.7	15.5	283	\$ 303.18	108
AVERAGE FOR 2 3 1 4		( 2 DISTRICTS)						
		ELEMENTARY	180	7.3	24.9		\$ 280.38	
		SECONDARY	228	14.4	15.9		\$ 274.21	
		ADMINSTR.	440	2.5	176.2		\$ 401.23	
		TOTAL PROF	440	29.6	14.8		\$ 290.84	
095 CROMWELL	2 3 1 5	ELEMENTARY	139	7.7	18.1	362	\$ 269.18	218
		SECONDARY	200	13.6	14.7	398	\$ 280.65	211
		ADMINSTR.	367	2.6	141.2	379	\$ 348.80	344
		TOTAL PROF	367	27.0	13.6	385	\$ 283.32	214
147 DILWORTH	2 3 1 5	ELEMENTARY	246	12.5	19.6	309	\$ 301.83	73
		SECONDARY	318	16.3	19.5	190	\$ 292.45	151
		ADMINSTR.	614	3.0	204.7	276	\$ 430.77	81
		TOTAL PROF	614	39.6	15.5	288	\$ 303.77	104



DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
363 SOUTH KOCHICHING-R R	2 3 1 5						
	ELEMENTARY	167	11.0	15.2	419	\$ 255.42	311
	SECONDARY	236	16.6	14.3	405	\$ 241.54	391
	ADMINSTR.	419	2.2	190.5	295	\$ 340.90	365
	TOTAL PROF	419	34.5	12.1	421	\$ 251.92	393
AVERAGE FOR 2 3 1 5	( 3 DISTRICTS)						
	ELEMENTARY	184	10.4	17.7		\$ 275.48	
	SECONDARY	251	15.5	16.1		\$ 271.55	
	ADMINSTR.	466	2.6	178.8		\$ 373.49	
	TOTAL PROF	466	33.7	13.7		\$ 279.67	
787 BROWERVILLE	2 3 2 1						
	ELEMENTARY	119	6.0	19.8	304	\$ 219.72	422
	SECONDARY	353	17.1	20.7	131	\$ 273.01	248
	ADMINSTR.	512	2.3	218.8	243	\$ 364.15	299
	TOTAL PROF	512	30.2	17.0	164	\$ 273.73	273
734 HENDERSON	2 3 2 1						
	ELEMENTARY	191	9.5	20.1	293	\$ 239.93	378
	SECONDARY	222	13.1	17.0	322	\$ 249.96	365
	ADMINSTR.	442	3.0	147.3	369	\$ 366.15	296
	TOTAL PROF	442	28.1	15.8	266	\$ 269.92	299
AVERAGE FOR 2 3 2 1	( 2 DISTRICTS)						
	ELEMENTARY	155	7.8	20.0		\$ 229.83	
	SECONDARY	287	15.1	18.8		\$ 261.49	
	ADMINSTR.	477	2.7	183.1		\$ 365.15	
	TOTAL PROF	477	29.1	16.4		\$ 271.83	
806 ELGIN - MILLVILLE	2 3 2 2						
	ELEMENTARY	287	12.0	23.9	142	\$ 221.11	420
	SECONDARY	306	17.0	18.0	271	\$ 242.68	386
	ADMINSTR.	633	3.0	211.0	266	\$ 278.01	433
	TOTAL PROF	633	39.9	15.9	256	\$ 231.24	426
140 TAYLORS FALLS	2 3 2 2						
	ELEMENTARY	195	9.0	21.7	241	\$ 245.79	357
	SECONDARY	234	13.2	17.7	291	\$ 243.35	383
	ADMINSTR.	453	2.5	181.2	310	\$ 351.02	335
	TOTAL PROF	453	28.0	16.2	226	\$ 253.97	387
AVERAGE FOR 2 3 2 2	( 2 DISTRICTS)						
	ELEMENTARY	241	10.5	22.8		\$ 233.45	
	SECONDARY	270	15.1	17.9		\$ 243.01	
	ADMINSTR.	543	2.8	196.1		\$ 314.52	
	TOTAL PROF	543	34.0	16.0		\$ 242.60	
736 BELGRADE	2 3 2 3						
	ELEMENTARY	335	14.0	23.9	141	\$ 300.26	77
	SECONDARY	410	23.0	17.8	282	\$ 274.63	244
	ADMINSTR.	787	4.0	196.7	288	\$ 362.05	304
	TOTAL PROF	787	49.0	16.1	236	\$ 288.90	186

DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE	PUPIL/		AVE. WEEKLY FTE		
			TEACHERS OR STAFF	(TEACHER OR STAFF) RATIO	RANK	(TEACHER OR STAFF) SALARY	RANK	
737 BROOTEN	2 3 2 3	ELEMENTARY	241	11.0	21.9	223	\$ 289.21	107
		SECONDARY	304	15.2	19.9	165	\$ 286.32	185
		ADMINSTR.	591	2.8	208.8	274	\$ 369.73	281
		TOTAL PROF	591	37.8	15.6	276	\$ 292.94	160
202 DODGE CENTER	2 3 2 3	ELEMENTARY	339	16.5	20.5	284	\$ 298.57	80
		SECONDARY	382	20.3	18.8	228	\$ 289.11	170
		ADMINSTR.	766	3.0	255.3	171	\$ 391.79	203
		TOTAL PROF	766	43.7	17.5	120	\$ 304.02	102
599 FERTILE - BELTRAMI	2 3 2 3	ELEMENTARY	309	15.5	19.9	298	\$ 277.18	169
		SECONDARY	390	19.7	19.8	172	\$ 285.74	186
		ADMINSTR.	747	3.0	249.0	182	\$ 385.71	226
		TOTAL PROF	747	45.2	16.5	200	\$ 288.44	191
150 HAWLEY	2 3 2 3	ELEMENTARY	315	12.0	26.3	53	\$ 296.50	88
		SECONDARY	367	19.2	19.1	210	\$ 318.50	72
		ADMINSTR.	722	3.4	212.4	262	\$ 420.31	122
		TOTAL PROF	722	40.1	18.0	94	\$ 313.66	82
265 HOFFMAN	2 3 2 3	ELEMENTARY	104	7.0	14.9	423	\$ 244.25	366
		SECONDARY	204	10.3	19.9	167	\$ 240.97	393
		ADMINSTR.	323	3.0	107.7	421	\$ 338.00	375
		TOTAL PROF	323	25.8	12.5	415	\$ 259.21	360
294 HOUSTON	2 3 2 3	ELEMENTARY	333	13.0	25.6	69	\$ 279.37	160
		SECONDARY	332	17.4	19.1	208	\$ 289.43	168
		ADMINSTR.	712	2.3	305.6	65	\$ 389.93	210
		TOTAL PROF	712	38.8	18.4	75	\$ 290.46	175
473 ISLE	2 3 2 3	ELEMENTARY	215	12.5	17.2	384	\$ 269.81	212
		SECONDARY	311	13.9	22.4	53	\$ 288.21	176
		ADMINSTR.	563	4.0	140.8	380	\$ 430.43	82
		TOTAL PROF	563	36.6	15.4	292	\$ 295.34	146
353 KARLSTAD	2 3 2 3	ELEMENTARY	222	10.2	21.7	237	\$ 253.40	320
		SECONDARY	220	12.9	17.0	319	\$ 242.97	384
		ADMINSTR.	491	2.8	176.0	328	\$ 356.70	321
		TOTAL PROF	491	31.0	15.8	258	\$ 257.12	372
024 LAKE PARK	2 3 2 3	ELEMENTARY	236	13.0	18.2	358	\$ 269.69	213
		SECONDARY	278	14.3	19.5	191	\$ 257.06	328
		ADMINSTR.	538	2.0	265.0	152	\$ 386.57	222
		TOTAL PROF	538	35.0	15.4	294	\$ 270.45	296

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVG, WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
809 MAZEPPA	2 3 2 3	ELEMENTARY	204	9.5	21.5	249	\$ 256.18	308
		SECONDARY	212	12.0	17.7	292	\$ 282.06	204
		ADMINSTR.	442	3.0	147.3	370	\$ 353.85	330
		TOTAL PROF	442	31.9	13.9	373	\$ 273.14	276
657 MORRISTOWN	2 3 2 3	ELEMENTARY	153	6.0	25.5	72	\$ 238.01	388
		SECONDARY	192	8.8	21.9	71	\$ 258.62	315
		ADMINSTR.	369	3.0	123.0	403	\$ 323.24	400
		TOTAL PROF	369	21.4	17.3	142	\$ 264.28	336
483 MOTLEY	2 3 2 3	ELEMENTARY	200	8.0	25.0	94	\$ 239.57	381
		SECONDARY	264	14.3	18.5	246	\$ 252.03	356
		ADMINSTR.	491	3.0	163.7	344	\$ 299.42	427
		TOTAL PROF	491	30.6	16.0	239	\$ 251.95	392
627 OKLEE	2 3 2 3	ELEMENTARY	182	11.1	16.4	402	\$ 299.59	79
		SECONDARY	266	13.8	19.3	195	\$ 276.85	234
		ADMINSTR.	491	2.4	204.6	277	\$ 349.61	211
		TOTAL PROF	491	30.1	16.3	214	\$ 299.08	126
213 OSAKIS	2 3 2 3	ELEMENTARY	281	14.0	20.1	295	\$ 287.37	118
		SECONDARY	422	19.9	21.2	101	\$ 301.67	114
		ADMINSTR.	762	4.0	190.5	204	\$ 347.93	218
		TOTAL PROF	762	42.4	18.0	96	\$ 309.97	90
442 OSLO	2 3 2 3	ELEMENTARY	170	8.3	20.4	287	\$ 285.48	127
		SECONDARY	252	13.3	19.0	217	\$ 268.77	273
		ADMINSTR.	444	2.8	156.3	357	\$ 331.12	385
		TOTAL PROF	444	28.6	15.5	285	\$ 279.60	242
630 RED LAKE FALLS	2 3 2 3	ELEMENTARY	267	11.0	24.3	121	\$ 257.78	294
		SECONDARY	413	21.8	19.0	220	\$ 235.32	403
		ADMINSTR.	746	3.2	233.1	211	\$ 359.23	313
		TOTAL PROF	746	44.6	16.7	181	\$ 252.87	390
485 ROYALTON	2 3 2 3	ELEMENTARY	314	11.0	28.5	24	\$ 211.24	427
		SECONDARY	360	18.2	19.8	175	\$ 223.18	419
		ADMINSTR.	728	3.0	239.5	203	\$ 379.70	249
		TOTAL PROF	728	38.6	18.8	53	\$ 234.40	421
234 RUSHFORD	2 3 2 3	ELEMENTARY	275	15.0	18.3	354	\$ 238.47	386
		SECONDARY	389	16.1	24.1	14	\$ 222.56	421
		ADMINSTR.	700	3.2	220.8	234	\$ 330.26	387
		TOTAL PROF	700	41.6	16.8	173	\$ 241.19	413

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DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVG. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
576 SANDSTONE	2 3 2 3	ELEMENTARY	298	13.0	22.9	186	\$ 271.69	200
		SECONDARY	332	16.0	20.7	128	\$ 302.95	107
		ADMINSTR.	672	2.5	268.8	146	\$ 431.85	79
		TOTAL PROF	672	43.2	15.5	281	\$ 297.37	135
425 SILVER LAKE*	2 3 2 3	ELEMENTARY	114	7.0	16.3	405	\$ 244.33	256
		SECONDARY	282	15.6	18.1	263	\$ 273.98	245
		ADMINSTR.	436	2.0	213.7	256	\$ 367.87	288
		TOTAL PROF	436	29.7	14.7	334	\$ 284.05	208
577 WILLOW RIVER	2 3 2 3	ELEMENTARY	243	11.0	22.1	214	\$ 250.07	339
		SECONDARY	294	13.9	21.2	100	\$ 250.96	358
		ADMINSTR.	567	3.2	178.9	318	\$ 344.69	231
		TOTAL PROF	567	33.0	17.2	151	\$ 267.31	315
100 WRENSHALL	2 3 2 3	ELEMENTARY	164	7.5	21.9	225	\$ 306.67	63
		SECONDARY	189	13.4	14.1	409	\$ 303.64	104
		ADMINSTR.	375	0	0	436	\$ 0	436
		TOTAL PROF	375	25.0	15.0	310	\$ 298.37	129
236 WYKOFF	2 3 2 3	ELEMENTARY	159	8.0	19.9	301	\$ 244.53	132
		SECONDARY	212	12.3	17.2	309	\$ 257.74	321
		ADMINSTR.	392	2.0	196.0	290	\$ 410.80	148
		TOTAL PROF	392	26.4	14.8	320	\$ 243.43	212
AVERAGE FOR	2 3 2 3	(24 DISTRICTS)						
		ELEMENTARY	236	11.0	21.4		\$ 269.55	
		SECONDARY	303	15.6	19.4		\$ 270.14	
		ADMINSTR.	577	2.8	193.9		\$ 357.53	
		TOTAL PROF	577	35.4	16.2		\$ 279.06	
464 GROVE CITY	2 3 2 4	ELEMENTARY	174	9.0	19.3	325	\$ 229.65	410
		SECONDARY	229	13.8	16.6	337	\$ 252.93	351
		ADMINSTR.	425	1.9	228.5	222	\$ 385.21	228
		TOTAL PROF	425	26.5	16.0	242	\$ 256.53	375
403 IVANHOE	2 3 2 4	ELEMENTARY	225	15.0	15.0	421	\$ 251.89	330
		SECONDARY	231	17.0	13.6	421	\$ 242.36	389
		ADMINSTR.	478	3.0	159.3	352	\$ 326.82	393
		TOTAL PROF	478	39.4	12.1	420	\$ 251.19	394
097 MOOSE LAKE	2 3 2 4	ELEMENTARY	321	16.3	19.7	308	\$ 263.26	263
		SECONDARY	420	21.2	19.8	170	\$ 288.54	173
		ADMINSTR.	794	3.3	238.4	206	\$ 398.55	182
		TOTAL PROF	794	48.2	16.5	207	\$ 280.16	236

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DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
233 PRESTON - FOUNTAIN	2 3 2 4							
		ELEMENTARY	283	12.0	23.6	158	\$ 294.92	93
		SECONDARY	347	17.0	20.4	141	\$ 301.53	116
		ADMINSTR.	673	4.3	155.4	360	\$ 402.94	170
		TOTAL PROF	673	40.0	16.8	176	\$ 313.90	81
AVERAGE FOR 2 3 2 4	( 4 DISTRICTS)							
		ELEMENTARY	250	13.1	19.4		\$ 259.93	
		SECONDARY	306	17.2	17.6		\$ 271.34	
		ADMINSTR.	592	3.1	195.4		\$ 378.38	
		TOTAL PROF	592	38.5	15.4		\$ 275.45	
229 LANESBORO	2 3 2 5							
		ELEMENTARY	201	10.5	19.1	332	\$ 279.85	156
		SECONDARY	223	16.0	13.9	416	\$ 257.41	325
		ADMINSTR.	457	3.2	144.2	376	\$ 432.01	78
		TOTAL PROF	457	36.0	2.7	413	\$ 285.88	198
614 STARBUCK	2 3 2 5							
		ELEMENTARY	212	10.9	19.4	323	\$ 288.35	113
		SECONDARY	291	13.5	21.5	84	\$ 308.39	86
		ADMINSTR.	540	3.0	180.0	313	\$ 373.48	270
		TOTAL PROF	540	34.0	15.9	257	\$ 302.98	111
526 TWIN VALLEY	2 3 2 5							
		ELEMENTARY	175	9.6	18.3	356	\$ 252.36	323
		SECONDARY	221	14.4	15.3	380	\$ 287.51	180
		ADMINSTR.	432	2.6	166.2	339	\$ 359.66	309
		TOTAL PROF	432	31.0	13.9	368	\$ 281.26	229
AVERAGE FOR 2 3 2 5	( 3 DISTRICTS)							
		ELEMENTARY	196	10.3	18.9		\$ 273.52	
		SECONDARY	245	14.7	16.9		\$ 284.44	
		ADMINSTR.	476	2.9	163.4		\$ 388.38	
		TOTAL PROF	476	33.7	14.2		\$ 290.04	
726 BECKER	2 3 3 1							
		ELEMENTARY	330	14.0	23.6	159	\$ 267.27	232
		SECONDARY	277	16.8	16.5	342	\$ 270.34	261
		ADMINSTR.	656	3.0	218.7	244	\$ 405.68	161
		TOTAL PROF	656	41.7	15.7	267	\$ 277.77	254
AVERAGE FOR 2 3 3 1	( 1 DISTRICTS)							
		ELEMENTARY	330	14.0	23.6		\$ 267.27	
		SECONDARY	277	16.8	16.5		\$ 270.34	
		ADMINSTR.	656	3.0	218.7		\$ 405.68	
		TOTAL PROF	656	41.7	15.7		\$ 277.77	
646 BIRD ISLAND	2 3 3 2							
		ELEMENTARY	229	15.0	15.3	418	\$ 273.85	187
		SECONDARY	430	25.9	16.6	338	\$ 264.64	292
		ADMINSTR.	699	4.0	174.8	331	\$ 366.31	295
		TOTAL PROF	699	51.3	13.6	381	\$ 280.53	276

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DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK		
AVERAGE FOR	2 3 3 2	( 1 DISTRICTS)						
		ELEMENTARY	229	15.0	15.3	\$ 273.85		
		SECONDARY	430	25.9	16.6	\$ 264.64		
		ADMINSTR.	699	4.0	174.8	\$ 346.31		
		TOTAL PROF	699	51.3	13.6	\$ 280.53		
341 ATWATER	2 3 3 3	ELEMENTARY	293	12.9	22.8	188	\$ 264.99	249
		SECONDARY	357	15.8	22.6	50	\$ 297.84	127
		ADMINSTR.	695	2.3	303.5	71	\$ 363.54	300
		TOTAL PROF	695	42.0	16.6	196	\$ 288.60	188
513 BREWSTER	2 3 3 3	ELEMENTARY	152	7.8	19.4	319	\$ 265.23	246
		SECONDARY	182	10.1	17.9	274	\$ 281.83	206
		ADMINSTR.	352	2.2	163.0	345	\$ 402.62	171
		TOTAL PROF	352	24.5	14.4	346	\$ 286.57	195
217 BRICELYN	2 3 3 3	ELEMENTARY	120	6.5	18.5	350	\$ 245.27	362
		SECONDARY	168	9.6	17.5	300	\$ 237.25	399
		ADMINSTR.	305	1.8	166.7	337	\$ 317.98	407
		TOTAL PROF	305	19.5	15.7	272	\$ 249.85	398
421 BROWNTON	2 3 3 3	ELEMENTARY	182	9.0	20.2	290	\$ 208.41	428
		SECONDARY	168	10.5	16.1	358	\$ 217.81	425
		ADMINSTR.	376	3.5	107.4	423	\$ 317.73	409
		TOTAL PROF	376	25.8	14.6	339	\$ 228.97	429
126 CLARA CITY	2 3 3 3	ELEMENTARY	254	13.5	18.8	340	\$ 247.16	354
		SECONDARY	347	17.6	19.7	180	\$ 224.46	416
		ADMINSTR.	642	4.0	160.5	351	\$ 336.48	378
		TOTAL PROF	642	41.6	15.4	291	\$ 249.36	401
201 CLAREMONT	2 3 3 3	ELEMENTARY	148	5.1	27.8	28	\$ 269.21	217
		SECONDARY	153	10.9	14.0	414	\$ 222.22	422
		ADMINSTR.	324	2.7	121.3	406	\$ 317.56	411
		TOTAL PROF	324	23.0	14.1	362	\$ 249.46	400
892 CLARKFIELD	2 3 3 3	ELEMENTARY	257	11.0	23.4	168	\$ 268.24	227
		SECONDARY	316	16.7	18.9	223	\$ 298.61	124
		ADMINSTR.	610	3.0	203.3	281	\$ 330.14	388
		TOTAL PROF	610	35.0	17.4	128	\$ 290.44	176
161 CLEARBROOK	2 3 3 3	ELEMENTARY	193	9.9	19.4	321	\$ 294.92	92
		SECONDARY	269	14.8	18.2	258	\$ 309.80	84
		ADMINSTR.	484	2.7	181.3	308	\$ 360.00	308
		TOTAL PROF	484	34.8	13.9	371	\$ 302.76	112

DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK	
391 CLEVELAND	2 3 3 3	ELEMENTARY	216	11.0	19.6	310	\$ 256.61	304
		SECONDARY	257	15.4	16.7	336	\$ 258.07	318
		ADMINSTR.	512	3.0	170.7	333	\$ 291.44	430
		TOTAL PROF	512	34.0	15.1	307	\$ 259.69	354
648 DANUBE	2 3 3 3	ELEMENTARY	189	13.0	14.5	427	\$ 281.71	142
		SECONDARY	260	13.7	19.0	215	\$ 277.65	227
		ADMINSTR.	477	4.0	119.3	408	\$ 370.95	277
		TOTAL PROF	477	37.0	12.9	409	\$ 287.13	194
244 FREEBORN	2 3 3 3	ELEMENTARY	150	7.0	21.4	252	\$ 266.88	237
		SECONDARY	156	10.3	15.1	387	\$ 237.97	397
		ADMINSTR.	329	2.5	131.6	392	\$ 348.45	346
		TOTAL PROF	329	21.4	15.4	295	\$ 260.05	352
078 GARDEN CITY	2 3 3 3	ELEMENTARY	273	12.0	22.8	189	\$ 203.65	434
		SECONDARY	313	19.1	16.4	346	\$ 225.61	413
		ADMINSTR.	634	3.0	211.3	265	\$ 353.02	332
		TOTAL PROF	634	42.8	14.8	321	\$ 227.09	431
253 GOODHUE	2 3 3 3	ELEMENTARY	299	14.5	20.6	282	\$ 264.36	254
		SECONDARY	379	21.1	18.0	272	\$ 265.36	289
		ADMINSTR.	720	3.0	240.0	201	\$ 391.30	206
		TOTAL PROF	720	45.1	16.0	247	\$ 279.85	237
323 HERON LAKE	2 3 3 3	ELEMENTARY	185	9.1	20.3	288	\$ 254.56	313
		SECONDARY	203	12.0	16.9	326	\$ 247.23	373
		ADMINSTR.	416	2.5	166.4	338	\$ 323.54	398
		TOTAL PROF	416	24.2	17.2	147	\$ 260.44	351
499 LE ROY - OSTRANDER	2 3 3 3	ELEMENTARY	239	12.0	19.9	299	\$ 258.41	292
		SECONDARY	322	16.7	19.3	200	\$ 257.34	326
		ADMINSTR.	587	3.2	183.4	306	\$ 343.44	359
		TOTAL PROF	587	37.4	15.7	271	\$ 263.65	340
497 LYLE	2 3 3 3	ELEMENTARY	145	7.0	20.7	280	\$ 251.98	328
		SECONDARY	184	13.2	13.9	418	\$ 224.10	417
		ADMINSTR.	347	1.3	260.9	160	\$ 368.09	287
		TOTAL PROF	347	24.5	14.1	357	\$ 249.35	402
636 MORGAN	2 3 3 3	ELEMENTARY	127	6.5	19.5	315	\$ 239.93	384
		SECONDARY	276	15.1	18.3	254	\$ 237.23	400
		ADMINSTR.	438	2.8	154.8	362	\$ 320.15	404
		TOTAL PROF	438	29.0	15.1	303	\$ 249.98	397



DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
441 NEWFOLDEN *	2 3 3 3	ELEMENTARY	252	15.0	16.8	396	\$ 261.98	269
		SECONDARY	285	17.4	16.4	349	\$ 258.23	317
		ADMINSTR.	582	5.3	109.2	417	\$ 359.37	312
		TOTAL PROF	582	47.1	12.4	417	\$ 277.04	260
116 PILLAGER	2 3 3 3	ELEMENTARY	196	9.4	20.9	275	\$ 236.48	393
		SECONDARY	236	14.8	16.0	363	\$ 219.06	396
		ADMINSTR.	460	1.9	243.4	197	\$ 420.86	119
		TOTAL PROF	460	29.5	15.6	279	\$ 250.61	396
195 RANDOLPH	2 3 3 3	ELEMENTARY	215	9.0	23.9	143	\$ 264.04	257
		SECONDARY	289	14.4	20.0	160	\$ 261.36	305
		ADMINSTR.	536	3.0	178.7	319	\$ 301.37	424
		TOTAL PROF	536	32.4	16.5	198	\$ 263.70	339
118 REMER	2 3 3 3	ELEMENTARY	327	13.0	25.2	85	\$ 244.19	367
		SECONDARY	380	21.2	17.9	275	\$ 255.41	334
		ADMINSTR.	744	3.0	248.0	183	\$ 374.08	264
		TOTAL PROF	744	45.0	16.5	197	\$ 254.35	383
708 TOWER - SOUDAN	2 3 3 3	ELEMENTARY	262	11.7	22.5	199	\$ 334.22	22
		SECONDARY	297	15.6	19.0	216	\$ 320.53	71
		ADMINSTR.	594	3.3	178.4	320	\$ 500.11	47
		TOTAL PROF	594	35.0	17.0	163	\$ 331.72	53
913 WALDORF - PEMBERTON	2 3 3 3	ELEMENTARY	243	11.0	22.1	215	\$ 296.87	85
		SECONDARY	298	16.0	18.6	237	\$ 268.48	275
		ADMINSTR.	588	2.9	205.6	275	\$ 367.70	289
		TOTAL PROF	588	36.4	16.1	227	\$ 289.03	185
AVERAGE FOR 2 3 3 3	(23 DISTRICTS)	ELEMENTARY	213	10.3	20.9		\$ 259.93	
		SECONDARY	265	14.9	17.7		\$ 257.54	
		ADMINSTR.	510	2.9	183.0		\$ 355.65	
		TOTAL PROF	510	33.4	15.3		\$ 267.38	
079 AMBOY - GOOD THUNDER	2 3 3 4	ELEMENTARY	186	12.0	15.5	416	\$ 233.11	406
		SECONDARY	278	15.6	17.8	283	\$ 220.14	423
		ADMINSTR.	490	2.2	225.8	225	\$ 355.44	328
		TOTAL PROF	490	34.9	14.0	363	\$ 234.90	420
052 CAMPBELL - TINTAH	2 3 3 4	ELEMENTARY	179	10.1	17.7	370	\$ 290.91	100
		SECONDARY	240	13.2	18.1	259	\$ 283.93	197
		ADMINSTR.	435	2.9	152.1	366	\$ 403.80	167
		TOTAL PROF	435	31.9	13.6	384	\$ 303.10	109

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
058 CLINTON	2 3 3 4	ELEMENTARY	126	7.1	17.6	371	\$ 291.52	98
		SECONDARY	167	10.5	15.9	367	\$ 249.97	364
		ADMINSTR.	310	1.9	161.5	348	\$ 423.60	114
		TOTAL PROF	310	21.0	14.7	330	\$ 281.74	226
412 COTTONWOOD	2 3 3 4	ELEMENTARY	219	11.0	19.9	300	\$ 273.68	189
		SECONDARY	261	13.8	18.9	222	\$ 246.10	285
		ADMINSTR.	512	2.4	213.3	259	\$ 428.39	90
		TOTAL PROF	512	31.0	16.5	199	\$ 279.24	245
762 ELLENDALE - GENEVA *	2 3 3 4	ELEMENTARY	269	12.0	22.4	201	\$ 264.51	251
		SECONDARY	323	18.3	17.6	294	\$ 268.94	271
		ADMINSTR.	628	3.0	209.3	272	\$ 367.42	290
		TOTAL PROF	628	39.1	16.1	234	\$ 275.17	269
649 FAIRFAX	2 3 3 4	ELEMENTARY	94	6.0	15.7	412	\$ 261.50	273
		SECONDARY	272	17.1	15.9	366	\$ 234.65	404
		ADMINSTR.	409	1.9	215.3	251	\$ 329.20	391
		TOTAL PROF	409	30.0	13.6	383	\$ 241.22	412
600 FISHER	2 3 3 4	ELEMENTARY	136	6.5	20.9	276	\$ 261.32	274
		SECONDARY	189	8.3	22.6	48	\$ 293.03	148
		ADMINSTR.	350	2.4	147.1	372	\$ 349.43	341
		TOTAL PROF	350	21.0	16.6	193	\$ 285.41	199
698 FLOODWOOD	2 3 3 4	ELEMENTARY	233	10.0	23.3	172	\$ 234.27	402
		SECONDARY	276	9.6	28.8	2	\$ 301.79	113
		ADMINSTR.	542	3.0	180.7	312	\$ 319.17	406
		TOTAL PROF	542	27.1	20.0	12	\$ 268.73	305
228 HARMONY	2 3 3 4	ELEMENTARY	264	12.0	22.0	219	\$ 240.87	376
		SECONDARY	341	16.9	20.2	154	\$ 274.06	418
		ADMINSTR.	640	4.5	142.9	378	\$ 356.99	320
		TOTAL PROF	640	39.8	16.1	235	\$ 250.77	395
651 HECTOR	2 3 3 4	ELEMENTARY	270	12.0	22.5	196	\$ 258.65	291
		SECONDARY	323	16.9	19.1	206	\$ 281.72	207
		ADMINSTR.	632	3.0	210.7	268	\$ 393.38	195
		TOTAL PROF	632	39.7	15.9	251	\$ 287.57	193
264 HERMAN	2 3 3 4	ELEMENTARY	181	11.6	15.6	415	\$ 284.75	130
		SECONDARY	242	14.4	16.8	329	\$ 283.55	198
		ADMINSTR.	448	2.5	179.2	315	\$ 382.14	240
		TOTAL PROF	448	32.6	13.7	375	\$ 295.54	145

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
671 HILLS - BEAVER CREEK	2 3 3 4	ELEMENTARY	232	11.0	21.1	266	\$ 233.92	403
		SECONDARY	297	16.6	17.9	280	\$ 253.76	347
		ADMINSTR.	563	3.0	187.7	298	\$ 337.15	376
		TOTAL PROF	563	34.6	16.3	216	\$ 253.03	389
633 LAMBERTON	2 3 3 4	ELEMENTARY	219	10.0	21.9	224	\$ 277.76	167
		SECONDARY	243	17.0	14.3	403	\$ 264.19	294
		ADMINSTR.	494	2.0	247.0	184	\$ 370.00	280
		TOTAL PROF	494	34.0	14.5	340	\$ 276.62	264
652 MORTON	2 3 3 4	ELEMENTARY	125	6.0	20.8	278	\$ 250.90	336
		SECONDARY	196	11.7	16.7	334	\$ 255.06	337
		ADMINSTR.	333	1.3	258.1	165	\$ 390.30	247
		TOTAL PROF	333	22.0	15.1	300	\$ 255.78	380
173 MOUNTAIN LAKE	2 3 3 4	ELEMENTARY	282	13.0	21.7	238	\$ 296.57	86
		SECONDARY	451	29.6	15.2	383	\$ 279.82	217
		ADMINSTR.	766	3.4	225.3	228	\$ 402.35	172
		TOTAL PROF	766	55.0	13.9	369	\$ 292.32	164
654 RENVILLE	2 3 3 4	ELEMENTARY	222	13.0	17.1	387	\$ 276.31	172
		SECONDARY	268	15.7	17.0	321	\$ 295.14	140
		ADMINSTR.	527	3.0	175.7	329	\$ 393.38	196
		TOTAL PROF	527	36.1	14.6	338	\$ 294.21	151
655 SACRED HEART	2 3 3 4	ELEMENTARY	148	8.5	17.4	378	\$ 275.16	180
		SECONDARY	194	11.4	17.0	325	\$ 291.57	155
		ADMINSTR.	362	2.5	144.8	374	\$ 391.11	207
		TOTAL PROF	362	27.6	13.1	402	\$ 294.45	150
443 STEPHEN	2 3 3 4	ELEMENTARY	220	13.0	16.9	393	\$ 265.03	247
		SECONDARY	260	16.3	15.9	365	\$ 243.63	382
		ADMINSTR.	503	3.0	167.7	335	\$ 361.11	307
		TOTAL PROF	503	39.0	12.9	406	\$ 261.30	347
178 STORDEN - JEFFERS	2 3 3 4	ELEMENTARY	207	12.0	17.3	383	\$ 253.44	319
		SECONDARY	262	16.3	16.1	360	\$ 252.47	353
		ADMINSTR.	494	3.0	164.7	341	\$ 339.44	369
		TOTAL PROF	494	37.6	13.1	398	\$ 258.45	363
075 ST CLAIR	2 3 3 4	ELEMENTARY	282	14.0	20.1	292	\$ 270.19	208
		SECONDARY	290	18.0	16.1	353	\$ 281.66	208
		ADMINSTR.	612	2.8	216.3	248	\$ 410.86	147
		TOTAL PROF	612	41.0	14.9	316	\$ 287.62	192

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
258 WANAMINGO	2 3 3 4	ELEMENTARY	194	10.0	19.4	320	\$ 260.41	283
		SECONDARY	250	16.2	15.4	375	\$ 249.58	368
		ADMINSTR.	475	3.0	158.3	355	\$ 371.21	276
		TOTAL PROF	475	33.5	14.2	354	\$ 267.15	316
459 WELCOME	2 3 3 4	ELEMENTARY	156	9.7	16.0	410	\$ 267.11	235
		SECONDARY	196	11.4	17.1	314	\$ 285.05	192
		ADMINSTR.	376	2.0	188.0	297	\$ 354.13	329
		TOTAL PROF	376	25.4	14.8	327	\$ 284.17	207
AVERAGE FOR	2 3 3 4	(22 DISTRICTS)						
		ELEMENTARY	202	10.5	19.2		\$ 264.63	
		SECONDARY	264	15.2	17.8		\$ 266.36	
		ADMINSTR.	495	2.7	189.6		\$ 373.64	
		TOTAL PROF	495	33.4	14.9		\$ 274.02	
521 ADA	2 3 3 5	ELEMENTARY	282	12.0	23.5	161	\$ 316.08	44
		SECONDARY	362	22.5	16.1	357	\$ 287.48	181
		ADMINSTR.	689	3.0	229.7	220	\$ 377.76	256
		TOTAL PROF	689	47.6	14.5	343	\$ 303.19	107
242 ALDEN	2 3 3 5	ELEMENTARY	227	12.0	18.9	337	\$ 248.67	221
		SECONDARY	271	15.4	17.6	296	\$ 224.91	415
		ADMINSTR.	537	2.7	201.1	285	\$ 340.61	366
		TOTAL PROF	537	34.0	15.8	264	\$ 252.44	391
437 ARGYLE	2 3 3 5	ELEMENTARY	116	7.0	16.0	409	\$ 255.88	310
		SECONDARY	183	11.9	15.4	377	\$ 258.86	313
		ADMINSTR.	322	1.8	178.9	317	\$ 372.26	273
		TOTAL PROF	322	24.0	13.4	389	\$ 266.09	325
411 BALATON	2 3 3 5	ELEMENTARY	140	6.2	22.7	191	\$ 239.25	382
		SECONDARY	190	13.5	14.0	411	\$ 254.54	340
		ADMINSTR.	357	2.9	121.4	405	\$ 385.14	229
		TOTAL PROF	357	26.2	13.6	382	\$ 260.77	350
647 BUFFALO LAKE	2 3 3 5	ELEMENTARY	153	7.0	21.9	227	\$ 236.47	394
		SECONDARY	219	14.3	15.3	379	\$ 268.34	276
		ADMINSTR.	395	3.0	131.7	391	\$ 357.46	319
		TOTAL PROF	395	30.0	13.2	397	\$ 267.53	312
836 BUTTERFIELD	2 3 3 5	ELEMENTARY	134	9.2	14.6	426	\$ 224.00	417
		SECONDARY	199	13.0	15.2	382	\$ 246.48	375
		ADMINSTR.	352	1.7	210.8	267	\$ 338.92	370
		TOTAL PROF	352	27.4	12.8	411	\$ 247.72	404

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
918 CHANDLER - LAKE WILSON	2 3 3 5	ELEMENTARY	187	10.0	18.7	346	\$ 242.94	370
		SECONDARY	245	16.6	14.7	396	\$ 247.39	372
		ADMINSTR.	449	2.5	179.6	314	\$ 343.32	301
		TOTAL PROF	449	31.5	14.2	349	\$ 246.00	378
771 CHOKIO - ALBERTA*	2 3 3 5	ELEMENTARY	224	7.0	32.0	7	\$ 282.98	135
		SECONDARY	292	21.2	13.8	420	\$ 245.45	288
		ADMINSTR.	550	4.0	137.5	383	\$ 326.05	395
		TOTAL PROF	550	41.2	13.3	392	\$ 275.46	267
081 COMFREY	2 3 3 5	ELEMENTARY	101	7.0	14.4	428	\$ 246.33	355
		SECONDARY	252	14.5	17.4	305	\$ 284.33	195
		ADMINSTR.	378	2.0	189.0	296	\$ 397.73	184
		TOTAL PROF	378	27.6	13.7	377	\$ 277.39	257
461 COSMOS	2 3 3 5	ELEMENTARY	161	7.0	23.0	184	\$ 224.39	415
		SECONDARY	241	15.9	15.2	386	\$ 269.10	266
		ADMINSTR.	421	3.0	140.3	382	\$ 381.07	245
		TOTAL PROF	421	28.6	14.7	333	\$ 272.98	278
581 EDGERTON	2 3 3 5	ELEMENTARY	133	8.5	15.6	414	\$ 288.45	112
		SECONDARY	168	13.7	12.3	429	\$ 252.37	355
		ADMINSTR.	329	2.0	164.5	342	\$ 253.90	434
		TOTAL PROF	329	28.6	11.5	428	\$ 260.82	349
263 ELBOW LAKE	2 3 3 5	ELEMENTARY	286	12.0	23.8	146	\$ 301.82	74
		SECONDARY	387	23.3	16.6	339	\$ 290.27	163
		ADMINSTR.	709	3.0	236.3	208	\$ 411.03	146
		TOTAL PROF	709	44.0	16.1	230	\$ 307.20	94
514 ELLSWORTH	2 3 3 5	ELEMENTARY	158	6.7	23.5	164	\$ 257.01	299
		SECONDARY	183	10.3	17.7	287	\$ 269.02	269
		ADMINSTR.	361	2.7	133.2	386	\$ 340.54	368
		TOTAL PROF	361	22.8	15.9	255	\$ 274.28	272
219 ELMORE	2 3 3 5	ELEMENTARY	128	7.4	17.3	382	\$ 281.27	145
		SECONDARY	179	12.6	14.3	404	\$ 252.46	354
		ADMINSTR.	331	2.5	132.4	390	\$ 359.11	314
		TOTAL PROF	331	25.2	13.1	399	\$ 273.16	275
733 GIBBON	2 3 3 5	ELEMENTARY	147	7.0	21.0	269	\$ 282.64	137
		SECONDARY	246	15.0	16.4	348	\$ 267.48	277
		ADMINSTR.	419	2.9	146.5	373	\$ 331.39	384
		TOTAL PROF	419	29.6	14.1	356	\$ 276.71	263

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVG. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
460 GRANADA - HUNTLEY	2 3 3 5	ELEMENTARY	193	9.0	21.4	250	\$ 269.52	214
		SECONDARY	256	16.1	15.9	364	\$ 266.33	282
		ADMINSTR.	466	3.0	155.3	361	\$ 347.10	352
		TOTAL PROF	466	31.6	14.8	328	\$ 276.28	265
495 GRAND MEADOW	2 3 3 5	ELEMENTARY	228	12.0	19.0	335	\$ 260.76	279
		SECONDARY	249	13.6	18.3	253	\$ 297.22	128
		ADMINSTR.	497	3.0	165.1	340	\$ 344.36	356
		TOTAL PROF	497	34.3	14.5	341	\$ 279.57	243
351 HALLOCK	2 3 3 5	ELEMENTARY	185	9.3	19.8	305	\$ 271.71	199
		SECONDARY	268	14.5	18.5	245	\$ 275.66	239
		ADMINSTR.	484	2.7	181.3	309	\$ 378.52	251
		TOTAL PROF	484	32.0	15.1	302	\$ 285.06	200
582 JASPER	2 3 3 5	ELEMENTARY	199	9.5	20.9	274	\$ 287.69	116
		SECONDARY	272	13.2	20.5	137	\$ 306.64	93
		ADMINSTR.	492	2.0	246.0	190	\$ 397.73	185
		TOTAL PROF	492	27.3	18.0	95	\$ 309.18	91
222 KIESTER - WALTERS	2 3 3 5	ELEMENTARY	178	8.0	22.3	208	\$ 245.55	361
		SECONDARY	246	14.3	17.2	312	\$ 253.77	346
		ADMINSTR.	451	3.0	150.3	367	\$ 322.69	402
		TOTAL PROF	451	29.8	15.1	301	\$ 257.12	371
325 LAKEFIELD	2 3 3 5	ELEMENTARY	232	12.0	19.3	326	\$ 276.19	174
		SECONDARY	380	23.0	16.5	341	\$ 284.36	194
		ADMINSTR.	644	3.0	214.7	253	\$ 428.68	87
		TOTAL PROF	644	47.2	13.7	379	\$ 304.25	101
070 LAKE CRYSTAL	2 3 3 5	ELEMENTARY	297	13.0	22.8	187	\$ 273.75	188
		SECONDARY	368	23.7	15.5	373	\$ 283.06	199
		ADMINSTR.	711	4.0	177.8	322	\$ 304.83	420
		TOTAL PROF	711	49.6	14.3	348	\$ 276.95	261
072 MAPLETON	2 3 3 5	ELEMENTARY	278	13.0	21.4	255	\$ 274.18	185
		SECONDARY	332	18.9	17.6	299	\$ 310.79	79
		ADMINSTR.	645	3.0	215.0	252	\$ 374.81	262
		TOTAL PROF	645	41.5	15.5	282	\$ 298.73	128
127 MAYNARD	2 3 3 5	ELEMENTARY	176	9.0	19.6	314	\$ 238.33	387
		SECONDARY	202	14.5	13.9	417	\$ 271.18	256
		ADMINSTR.	403	2.5	161.2	349	\$ 349.89	339
		TOTAL PROF	403	30.6	13.2	395	\$ 245.71	328

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
128 MILAN	2 3 3 5	ELEMENTARY	135	7.5	18.0	363	\$ 250.00	340
		SECONDARY	160	10.2	15.7	369	\$ 263.12	297
		ADMINSTR.	315	3.0	105.0	426	\$ 343.65	358
		TOTAL PROF	315	22.5	14.0	366	\$ 272.80	280
414 MINNEOTA	2 3 3 5	ELEMENTARY	206	11.5	17.9	365	\$ 279.61	157
		SECONDARY	409	23.3	17.6	298	\$ 273.26	247
		ADMINSTR.	667	3.0	222.3	232	\$ 370.80	278
		TOTAL PROF	667	45.7	14.6	337	\$ 242.85	217
223 MINNESOTA LAKE	2 3 3 5	ELEMENTARY	163	8.5	19.2	330	\$ 251.07	333
		SECONDARY	207	15.6	13.3	422	\$ 275.35	414
		ADMINSTR.	399	3.0	133.0	387	\$ 361.92	305
		TOTAL PROF	399	31.0	12.9	410	\$ 247.46	405
782 MURDOCK	2 3 3 5	ELEMENTARY	132	7.5	17.7	369	\$ 256.21	306
		SECONDARY	160	11.1	14.4	400	\$ 253.50	348
		ADMINSTR.	312	2.0	153.7	364	\$ 338.41	374
		TOTAL PROF	312	22.0	14.2	352	\$ 265.74	327
827 NEW RICHLAND-HARTLAND	2 3 3 5	ELEMENTARY	317	13.0	24.4	116	\$ 290.69	101
		SECONDARY	440	21.0	20.9	114	\$ 300.14	120
		ADMINSTR.	792	3.0	264.0	156	\$ 388.51	215
		TOTAL PROF	792	45.6	17.4	134	\$ 301.72	116
507 NICOLLET	2 3 3 5	ELEMENTARY	165	9.0	18.3	355	\$ 252.08	326
		SECONDARY	258	16.1	16.0	361	\$ 253.11	350
		ADMINSTR.	451	4.3	104.9	427	\$ 344.66	355
		TOTAL PROF	451	35.0	12.9	407	\$ 265.69	329
346 RAYMOND	2 3 3 5	ELEMENTARY	162	7.0	23.1	179	\$ 240.56	151
		SECONDARY	198	11.8	16.7	335	\$ 256.35	331
		ADMINSTR.	383	3.0	127.7	398	\$ 356.34	322
		TOTAL PROF	383	27.0	14.2	353	\$ 271.79	288
850 ROTHSAV	2 3 3 5	ELEMENTARY	113	5.4	21.1	267	\$ 275.17	179
		SECONDARY	199	8.9	22.3	56	\$ 255.24	335
		ADMINSTR.	329	2.7	120.5	407	\$ 345.53	227
		TOTAL PROF	329	21.0	15.7	273	\$ 270.83	293
584 RUTHYON	2 3 3 5	ELEMENTARY	151	8.8	17.2	385	\$ 263.83	259
		SECONDARY	183	12.4	14.8	394	\$ 247.86	370
		ADMINSTR.	354	2.8	125.1	402	\$ 341.09	364
		TOTAL PROF	354	27.6	12.8	412	\$ 259.27	358



DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
456 SHERBURN	2 3 3 5	ELEMENTARY	263	16.0	16.4	400	\$ 280.03	154
		SECONDARY	376	20.1	18.7	233	\$ 262.39	300
		ADMINSTR.	683	3.0	227.7	223	\$ 343.18	360
		TOTAL PROF	683	45.6	15.0	313	\$ 278.40	251
426 STEWART	2 3 3 5	ELEMENTARY	172	7.2	24.0	139	\$ 249.26	344
		SECONDARY	175	12.3	14.2	406	\$ 261.15	306
		ADMINSTR.	374	2.0	183.3	307	\$ 368.74	284
		TOTAL PROF	374	26.5	14.1	359	\$ 266.55	319
457 TRIMONT	2 3 3 5	ELEMENTARY	134	8.0	16.8	397	\$ 261.85	270
		SECONDARY	183	13.2	13.9	419	\$ 299.49	121
		ADMINSTR.	342	3.0	114.0	413	\$ 372.28	272
		TOTAL PROF	342	26.0	13.1	400	\$ 297.81	131
458 TRUMAN	2 3 3 5	ELEMENTARY	251	14.5	17.3	380	\$ 236.14	395
		SECONDARY	346	17.9	19.3	196	\$ 254.51	341
		ADMINSTR.	631	3.0	210.3	269	\$ 403.44	168
		TOTAL PROF	631	39.4	16.0	244	\$ 257.76	367
914 ULEN - HITTERDAL	2 3 3 5	ELEMENTARY	185	10.3	17.9	366	\$ 257.89	293
		SECONDARY	245	16.9	14.5	399	\$ 257.73	322
		ADMINSTR.	459	2.3	196.2	289	\$ 380.53	246
		TOTAL PROF	459	34.0	13.5	386	\$ 266.10	324
641 WALNUT GROVE*	2 3 3 5	ELEMENTARY	153	7.0	21.9	228	\$ 237.88	390
		SECONDARY	250	15.5	16.1	355	\$ 211.77	430
		ADMINSTR.	437	2.5	174.8	330	\$ 345.02	354
		TOTAL PROF	437	27.0	16.2	225	\$ 233.93	423
205 WEST CONCORD	2 3 3 5	ELEMENTARY	231	12.0	19.3	328	\$ 241.89	373
		SECONDARY	293	17.0	17.2	310	\$ 250.08	363
		ADMINSTR.	556	3.0	185.3	303	\$ 412.31	142
		TOTAL PROF	556	37.5	14.8	324	\$ 264.56	335
225 WINNEBAGO	2 3 3 5	ELEMENTARY	205	8.0	25.6	68	\$ 247.20	353
		SECONDARY	280	15.9	17.6	293	\$ 230.23	409
		ADMINSTR.	528	3.0	176.0	327	\$ 428.09	91
		TOTAL PROF	528	33.1	15.9	250	\$ 254.05	386
735 WINTHROP	2 3 3 5	ELEMENTARY	261	12.0	21.8	236	\$ 251.91	329
		SECONDARY	360	18.9	19.1	211	\$ 286.89	183
		ADMINSTR.	674	4.0	168.5	334	\$ 373.96	265
		TOTAL PROF	674	48.4	13.9	370	\$ 277.34	258

DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
AVERAGE FOR 2 3 3 5 (42 DISTRICTS)							
	ELEMENTARY	189	9.4	20.3		\$ 262.12	
	SECONDARY	259	15.8	16.4		\$ 264.99	
	ADMINSTR.	478	2.8	171.2		\$ 362.94	
	TOTAL PROF	478	33.0	14.4		\$ 272.84	
032 BLACKDUCK 3 2 1 2							
	ELEMENTARY	364	18.0	20.2	291	\$ 206.88	430
	SECONDARY	502	24.5	20.5	138	\$ 237.45	398
	ADMINSTR.	926	3.0	308.7	63	\$ 396.79	188
	TOTAL PROF	926	56.9	16.3	215	\$ 234.25	422
038 RED LAKE 3 2 1 2							
	ELEMENTARY	380	15.1	25.2	83	\$ 266.43	238
	SECONDARY	414	23.3	17.8	284	\$ 268.83	272
	ADMINSTR.	870	5.4	161.1	350	\$ 326.30	394
	TOTAL PROF	870	58.1	15.0	311	\$ 272.59	282
AVERAGE FOR 3 2 1 2 ( 2 DISTRICTS)							
	ELEMENTARY	372	16.5	22.7		\$ 236.65	
	SECONDARY	458	23.9	19.2		\$ 253.14	
	ADMINSTR.	898	4.2	234.9		\$ 361.54	
	TOTAL PROF	898	57.5	15.6		\$ 253.42	
553 NEW YORK MILLS 3 2 1 3							
	ELEMENTARY	360	16.0	22.5	197	\$ 296.50	87
	SECONDARY	439	20.6	21.3	92	\$ 281.37	209
	ADMINSTR.	847	3.3	257.4	168	\$ 378.29	252
	TOTAL PROF	847	49.6	17.1	159	\$ 291.95	165
820 SEBEKA 3 2 1 3							
	ELEMENTARY	408	14.0	29.1	18	\$ 257.69	295
	SECONDARY	477	19.9	24.0	19	\$ 290.38	161
	ADMINSTR.	945	3.8	252.0	177	\$ 356.11	325
	TOTAL PROF	945	49.0	19.3	30	\$ 278.25	252
AVERAGE FOR 3 2 1 3 ( 2 DISTRICTS)							
	ELEMENTARY	384	15.0	25.8		\$ 277.10	
	SECONDARY	458	20.2	22.7		\$ 285.88	
	ADMINSTR.	896	3.5	254.7		\$ 367.20	
	TOTAL PROF	896	49.3	18.2		\$ 285.10	
727 BIG LAKE 3 2 2 1							
	ELEMENTARY	405	17.4	23.3	173	\$ 248.37	226
	SECONDARY	371	17.2	21.5	87	\$ 264.96	291
	ADMINSTR.	829	3.0	276.3	122	\$ 426.36	98
	TOTAL PROF	829	46.0	18.0	93	\$ 279.79	238
466 DASSEL - COKATO 3 2 2 1							
	ELEMENTARY	754	33.5	22.5	195	\$ 260.53	282
	SECONDARY	795	37.4	21.3	97	\$ 293.41	147
	ADMINSTR.	1683	7.0	240.4	200	\$ 415.31	163
	TOTAL PROF	1683	93.1	18.1	86	\$ 293.99	153

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
879 DELANO	3 2 2 1	ELEMENTARY	509	21.8	23.3	171	\$ 249.15	347
		SECONDARY	741	35.3	21.0	112	\$ 246.08	378
		ADMINSTR.	1373	4.8	289.1	99	\$ 415.49	134
		TOTAL PROF	1373	77.0	17.8	107	\$ 257.75	368
717 JORDAN	3 2 2 1	ELEMENTARY	483	20.0	24.1	130	\$ 237.91	389
		SECONDARY	703	33.3	21.1	105	\$ 254.97	338
		ADMINSTR.	1274	3.3	382.6	14	\$ 384.27	233
		TOTAL PROF	1274	70.0	18.2	81	\$ 259.25	359
883 ROCKFORD *	3 2 2 1	ELEMENTARY	563	20.0	28.1	26	\$ 250.28	337
		SECONDARY	481	24.2	19.9	168	\$ 257.98	319
		ADMINSTR.	1145	3.0	381.7	15	\$ 353.85	331
		TOTAL PROF	1145	61.0	18.8	57	\$ 258.80	362
AVERAGE FOR 3 2 2 1 ( 5 DISTRICTS)								
		ELEMENTARY	542	22.5	24.3		\$ 253.25	
		SECONDARY	618	29.5	20.9		\$ 263.48	
		ADMINSTR.	1260	4.2	314.0		\$ 397.06	
		TOTAL PROF	1260	69.4	18.2		\$ 269.92	
716 BELLE PLAINE	3 2 2 2	ELEMENTARY	421	19.0	22.2	211	\$ 245.69	359
		SECONDARY	591	28.2	20.9	117	\$ 247.57	371
		ADMINSTR.	1103	4.0	275.8	125	\$ 358.29	315
		TOTAL PROF	1103	64.0	17.2	145	\$ 255.69	381
531 BYRON	3 2 2 2	ELEMENTARY	574	23.0	25.0	97	\$ 267.15	234
		SECONDARY	583	27.1	21.5	89	\$ 269.05	268
		ADMINSTR.	1247	2.9	430.0	7	\$ 314.29	413
		TOTAL PROF	1247	65.5	19.0	43	\$ 272.43	283
573 HINCKLEY	3 2 2 2	ELEMENTARY	397	16.0	24.8	106	\$ 273.32	190
		SECONDARY	484	21.6	22.4	54	\$ 275.85	236
		ADMINSTR.	940	3.0	313.3	52	\$ 383.93	235
		TOTAL PROF	940	52.6	17.9	106	\$ 281.66	227
792 LONG PRAIRIE	3 2 2 2	ELEMENTARY	520	26.5	19.6	311	\$ 288.98	109
		SECONDARY	743	35.8	20.7	126	\$ 326.05	61
		ADMINSTR.	1368	5.2	264.6	154	\$ 411.40	145
		TOTAL PROF	1368	79.7	17.2	149	\$ 318.48	71
484 PIERZ	3 2 2 2	ELEMENTARY	172	10.3	16.7	398	\$ 260.31	284
		SECONDARY	761	33.6	22.6	47	\$ 277.36	229
		ADMINSTR.	1040	4.0	260.0	161	\$ 356.01	326
		TOTAL PROF	1040	55.9	18.6	64	\$ 282.86	216

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
534 STEWARTVILLE	3 2 2 2	ELEMENTARY	829	34.5	24.0	135	\$ 254.57	312
		SECONDARY	808	42.8	18.9	226	\$ 270.47	259
		ADMINSTR.	1792	7.5	238.9	204	\$ 406.83	157
		TOTAL PROF	1792	106.4	16.8	171	\$ 271.91	287
AVERAGE FOR 3 2 2 2 ( 6 DISTRICTS)		ELEMENTARY	485	21.6	22.0		\$ 265.00	
		SECONDARY	661	31.5	21.2		\$ 277.73	
		ADMINSTR.	1248	4.4	297.1		\$ 371.79	
		TOTAL PROF	1248	70.7	17.8		\$ 280.50	
162 BAGLEY	3 2 2 3	ELEMENTARY	655	26.0	25.2	82	\$ 242.54	138
		SECONDARY	720	32.7	22.0	68	\$ 310.08	81
		ADMINSTR.	1466	5.4	273.5	135	\$ 407.15	156
		TOTAL PROF	1466	82.0	17.9	103	\$ 303.98	103
252 CANNON FALLS	3 2 2 3	ELEMENTARY	702	29.0	24.2	126	\$ 322.00	36
		SECONDARY	842	37.5	22.4	52	\$ 341.31	47
		ADMINSTR.	1667	5.3	315.1	49	\$ 418.04	127
		TOTAL PROF	1667	90.1	18.5	69	\$ 338.69	40
227 CHATFIELD	3 2 2 3	ELEMENTARY	501	21.3	23.5	163	\$ 289.64	102
		SECONDARY	574	30.7	18.7	235	\$ 292.96	149
		ADMINSTR.	1153	5.0	230.6	216	\$ 423.00	116
		TOTAL PROF	1153	69.3	16.6	194	\$ 299.21	125
533 DOVER - EYOTA	3 2 2 3	ELEMENTARY	361	18.0	20.1	296	\$ 288.52	110
		SECONDARY	433	21.6	20.0	161	\$ 290.40	213
		ADMINSTR.	855	4.0	213.8	255	\$ 428.47	89
		TOTAL PROF	855	51.1	16.7	183	\$ 299.25	182
099 ESKO	3 2 2 3	ELEMENTARY	519	20.5	25.3	80	\$ 304.28	68
		SECONDARY	597	29.3	20.4	146	\$ 288.18	177
		ADMINSTR.	1199	3.8	315.5	48	\$ 424.72	104
		TOTAL PROF	1199	60.8	19.7	21	\$ 302.46	113
023 FRAZEE - VERGAS	3 2 2 3	ELEMENTARY	622	24.5	25.4	75	\$ 266.19	240
		SECONDARY	674	31.1	21.7	79	\$ 285.45	187
		ADMINSTR.	1398	4.8	293.7	91	\$ 397.53	187
		TOTAL PROF	1398	81.0	17.3	144	\$ 275.37	268
739 KIMBALL	3 2 2 3	ELEMENTARY	413	22.0	18.8	343	\$ 235.48	397
		SECONDARY	495	23.0	21.5	90	\$ 230.59	407
		ADMINSTR.	985	3.6	274.4	129	\$ 315.08	381
		TOTAL PROF	985	57.6	17.1	156	\$ 238.97	416

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
300 LA CRESCENT	3 2 2 3	ELEMENTARY	575	19.0	30.3	11	\$ 248.03	229
		SECONDARY	930	44.1	21.1	106	\$ 250.87	359
		ADMINSTR.	1630	4.0	407.5	10	\$ 396.61	189
		TOTAL PROF	1630	87.9	18.6	67	\$ 258.36	364
004 MC GREGOR	3 2 2 3	ELEMENTARY	351	16.0	21.9	221	\$ 261.11	277
		SECONDARY	413	20.2	20.5	140	\$ 242.66	387
		ADMINSTR.	804	3.0	268.0	150	\$ 340.60	367
		TOTAL PROF	804	47.0	17.1	157	\$ 256.28	377
578 PINE CITY	3 2 2 3	ELEMENTARY	630	26.0	24.2	123	\$ 249.94	211
		SECONDARY	838	39.6	21.2	104	\$ 261.81	303
		ADMINSTR.	1571	5.0	314.2	50	\$ 427.18	96
		TOTAL PROF	1571	84.6	18.6	65	\$ 282.41	223
117 PINE RIVER	3 2 2 3	ELEMENTARY	443	17.0	26.1	57	\$ 243.24	369
		SECONDARY	482	25.4	19.0	219	\$ 274.75	242
		ADMINSTR.	981	4.0	245.2	194	\$ 366.67	293
		TOTAL PROF	981	56.4	17.4	132	\$ 272.76	281
435 WAUBUN	3 2 2 3	ELEMENTARY	441	23.0	19.2	331	\$ 274.15	186
		SECONDARY	445	26.2	17.0	324	\$ 301.93	112
		ADMINSTR.	946	4.2	225.8	226	\$ 392.75	201
		TOTAL PROF	946	65.3	14.5	342	\$ 296.01	142
AVERAGE FOR 3 2 2 3	(12 DISTRICTS)	ELEMENTARY	517	21.9	23.7		\$ 275.43	
		SECONDARY	620	30.1	20.4		\$ 280.08	
		ADMINSTR.	1221	4.3	281.4		\$ 396.48	
		TOTAL PROF	1221	69.4	17.5		\$ 284.48	
001 AITKIN	3 2 2 4	ELEMENTARY	666	30.5	21.8	229	\$ 274.33	184
		SECONDARY	891	41.2	21.6	82	\$ 295.56	137
		ADMINSTR.	1650	5.3	309.6	59	\$ 395.74	191
		TOTAL PROF	1650	94.5	17.5	125	\$ 291.45	167
062 ORTONVILLE	3 2 2 4	ELEMENTARY	431	24.0	18.0	364	\$ 272.01	196
		SECONDARY	646	30.3	21.3	93	\$ 295.07	141
		ADMINSTR.	1143	4.6	245.8	191	\$ 447.52	56
		TOTAL PROF	1143	67.4	17.0	165	\$ 295.03	148
AVERAGE FOR 3 2 2 4	( 2 DISTRICTS)	ELEMENTARY	548	27.3	19.9		\$ 273.17	
		SECONDARY	768	35.7	21.5		\$ 295.31	
		ADMINSTR.	1396	5.0	277.7		\$ 421.63	
		TOTAL PROF	1396	81.0	17.2		\$ 293.24	

DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
876 ANNANDALE	3 2 3 1	ELEMENTARY	684	25.5	29	\$ 241.68	374
		SECONDARY	770	32.0	24.0	\$ 249.86	366
		ADMINSTR.	1548	5.0	309.6	\$ 386.35	223
		TOTAL PROF	1548	76.0	20.4	\$ 257.40	369
394 MONTGOMERY - LONSDALE *	3 2 3 1	ELEMENTARY	456	19.0	24.0	\$ 224.29	416
		SECONDARY	583	31.6	18.5	\$ 244.67	380
		ADMINSTR.	1154	3.9	294.4	\$ 398.70	181
		TOTAL PROF	1154	66.1	17.5	\$ 248.94	403
186 PEQUOT LAKES	3 2 3 1	ELEMENTARY	350	12.0	29.2	\$ 285.59	126
		SECONDARY	451	20.4	22.1	\$ 274.69	243
		ADMINSTR.	858	3.0	286.0	\$ 436.75	71
		TOTAL PROF	858	43.6	19.7	\$ 295.09	147
AVERAGE FOR 3 2 3 1 ( 3 DISTRICTS)		ELEMENTARY	496	18.8	26.7	\$ 250.52	
		SECONDARY	601	28.0	21.5	\$ 256.40	
		ADMINSTR.	1186	4.0	296.7	\$ 407.27	
		TOTAL PROF	1186	61.9	19.2	\$ 267.14	
119 WALKER	3 2 3 2	ELEMENTARY	378	15.0	25.2	\$ 278.27	166
		SECONDARY	474	22.0	21.5	\$ 290.79	159
		ADMINSTR.	891	3.2	281.1	\$ 433.89	74
		TOTAL PROF	891	50.2	17.8	\$ 293.63	156
AVERAGE FOR 3 2 3 2 ( 1 DISTRICTS)		ELEMENTARY	378	15.0	25.2	\$ 278.27	
		SECONDARY	474	22.0	21.5	\$ 290.79	
		ADMINSTR.	891	3.2	281.1	\$ 433.89	
		TOTAL PROF	891	50.2	17.8	\$ 293.63	
203 HAYFIELD	3 2 3 3	ELEMENTARY	539	25.5	21.2	\$ 313.67	47
		SECONDARY	699	32.5	21.5	\$ 310.04	82
		ADMINSTR.	1313	4.7	281.8	\$ 424.25	109
		TOTAL PROF	1313	72.0	18.2	\$ 317.31	74
AVERAGE FOR 3 2 3 3 ( 1 DISTRICTS)		ELEMENTARY	539	25.5	21.2	\$ 313.67	
		SECONDARY	699	32.5	21.5	\$ 310.04	
		ADMINSTR.	1313	4.7	281.8	\$ 424.25	
		TOTAL PROF	1313	72.0	18.2	\$ 317.31	
548 PELICAN RAPIDS	3 2 3 4	ELEMENTARY	519	20.5	25.3	\$ 261.76	271
		SECONDARY	733	31.6	23.2	\$ 262.35	301
		ADMINSTR.	1308	5.0	261.6	\$ 393.42	194
		TOTAL PROF	1308	69.0	19.0	\$ 268.38	307

DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
085 SPRINGFIELD	3 2 3 4						
	ELEMENTARY	304	13.0	23.4	166	\$ 274.70	183
	SECONDARY	497	24.5	20.2	152	\$ 298.32	125
	ADMINSTR.	869	3.2	271.6	139	\$ 387.47	220
	TOTAL PROF	869	51.3	16.9	167	\$ 291.44	168
AVERAGE FOR 3 2 3 4	( 2 DISTRICTS)						
	ELEMENTARY	411	16.8	24.4		\$ 268.23	
	SECONDARY	615	28.1	21.7		\$ 280.33	
	ADMINSTR.	1088	4.1	266.6		\$ 390.44	
	TOTAL PROF	1088	60.2	17.9		\$ 279.91	
784 APPLETON	3 2 3 5						
	ELEMENTARY	398	23.0	17.3	381	\$ 199.27	435
	SECONDARY	500	27.9	17.9	277	\$ 213.25	429
	ADMINSTR.	956	4.4	216.3	247	\$ 347.64	350
	TOTAL PROF	956	64.8	14.7	331	\$ 218.94	435
AVERAGE FOR 3 2 3 5	( 1 DISTRICTS)						
	ELEMENTARY	398	23.0	17.3		\$ 199.27	
	SECONDARY	500	27.9	17.9		\$ 213.25	
	ADMINSTR.	956	4.4	216.3		\$ 347.64	
	TOTAL PROF	956	64.8	14.7		\$ 218.94	
885 ST MICHAEL-ALBERTVILLE*	3 3 1 1						
	ELEMENTARY *	434	13.5	32.1	6	\$ 235.03	399
	SECONDARY *	637	33.8	18.8	229	\$ 257.14	327
	ADMINSTR.	1181	4.0	295.2	85	\$ 391.66	205
	TOTAL PROF	1181	68.2	17.3	139	\$ 258.10	366
AVERAGE FOR 3 3 1 1	( 1 DISTRICTS)						
	ELEMENTARY	434	13.5	32.1		\$ 235.03	
	SECONDARY	637	33.8	18.8		\$ 257.14	
	ADMINSTR.	1181	4.0	295.2		\$ 391.66	
	TOTAL PROF	1181	68.2	17.3		\$ 258.10	
738 HOLDINGFORD	3 3 1 3						
	ELEMENTARY	564	23.1	24.4	117	\$ 236.95	391
	SECONDARY	537	28.3	19.0	218	\$ 241.21	392
	ADMINSTR.	1187	5.7	209.0	273	\$ 338.61	371
	TOTAL PROF	1187	79.6	14.9	317	\$ 246.97	406
793 STAPLES	3 3 1 3						
	ELEMENTARY	618	25.0	24.7	109	\$ 309.47	57
	SECONDARY	940	46.7	20.1	155	\$ 338.71	50
	ADMINSTR.	1667	12.6	132.5	388	\$ 424.93	102
	TOTAL PROF	1667	110.6	15.1	305	\$ 344.36	36
AVERAGE FOR 3 3 1 3	( 2 DISTRICTS)						
	ELEMENTARY	591	24.1	24.5		\$ 273.21	
	SECONDARY	738	37.5	19.6		\$ 289.96	
	ADMINSTR.	1427	9.1	170.7		\$ 381.77	
	TOTAL PROF	1427	65.1	15.4		\$ 281.65	



DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
091 BARNUM	3 3 1 4	ELEMENTARY	320	13.5	23.7	153	\$ 250.16	338
		SECONDARY	440	21.6	20	150	\$ 240.40	394
		ADMINSTR.	823	3.0	274.	130	\$ 407.69	154
		TOTAL PROF	823	47.0	17.5	21	\$ 254.11	385
696 ELY	3 3 1 4	ELEMENTARY	658	22.0	29.9	14	\$ 349.18	13
		SECONDARY	823	41.7	19.7	176	\$ 354.35	34
		ADMINSTR.	1568	5.9	265.8	151	\$ 424.44	108
		TOTAL PROF	1568	92.7	16.9	168	\$ 337.06	48
AVERAGE FOR 3 3 1 4		( 2 DISTRICTS)						
		ELEMENTARY	489	17.8	26.8		\$ 299.67	
		SECONDARY	631	31.7	20.0		\$ 297.37	
		ADMINSTR.	1195	4.4	270.0		\$ 416.07	
		TOTAL PROF	1195	69.9	17.2		\$ 295.58	
692 BABBITT	3 3 1 5	ELEMENTARY	679	27.0	25.1	86	\$ 327.93	27
		SECONDARY	908	46.0	19.7	179	\$ 348.44	39
		ADMINSTR.	1662	4.8	347.0	25	\$ 475.61	39
		TOTAL PROF	1662	95.3	17.4	129	\$ 345.15	35
699 GILBERT	3 3 1 5	ELEMENTARY	307	18.0	17.1	388	\$ 318.83	41
		SECONDARY	460	20.8	22.1	64	\$ 303.62	105
		ADMINSTR.	816	4.0	204.0	278	\$ 415.40	135
		TOTAL PROF	816	50.0	16.3	213	\$ 322.14	65
319 NASHWAUK - KEEWATIN	3 3 1 5	ELEMENTARY	433	18.2	23.8	149	\$ 313.98	23
		SECONDARY	585	30.5	19.2	203	\$ 305.62	96
		ADMINSTR.	1087	3.4	319.7	44	\$ 390.99	208
		TOTAL PROF	1087	68.7	15.8	262	\$ 316.97	76
AVERAGE FOR 3 3 1 5		( 3 DISTRICTS)						
		ELEMENTARY	473	21.1	22.0		\$ 326.91	
		SECONDARY	651	32.4	20.3		\$ 319.23	
		ADMINSTR.	1188	4.1	290.2		\$ 427.33	
		TOTAL PROF	1188	71.4	16.5		\$ 328.08	
463 EDEN VALLEY - WATKINS*	3 3 2 1	ELEMENTARY	435	20.5	21.2	262	\$ 261.17	276
		SECONDARY	567	27.1	20.9	115	\$ 274.82	240
		ADMINSTR.	1089	5.0	217.8	245	\$ 393.20	198
		TOTAL PROF	1089	69.7	15.6	275	\$ 276.77	262
392 LE CENTER	3 3 2 1	ELEMENTARY	413	17.0	24.3	120	\$ 275.44	178
		SECONDARY	467	24.4	19.1	207	\$ 309.86	83
		ADMINSTR.	936	3.8	246.3	189	\$ 425.88	99
		TOTAL PROF	936	56.2	16.6	190	\$ 306.17	97

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
881 MAPLE LAKE	3 3 2 1	ELEMENTARY	252	12.0	21.0	270	\$ 278.38	164
		SECONDARY	497	25.1	19.8	171	\$ 279.74	218
		ADMINSTR.	818	3.3	245.6	192	\$ 431.01	80
		TOTAL PROF	818	53.2	15.4	293	\$ 284.91	203
480 ONAMIA	3 3 2 1	ELEMENTARY	496	20.5	24.2	127	\$ 252.25	324
		SECONDARY	540	22.0	24.6	6	\$ 256.23	332
		ADMINSTR.	1096	3.6	304.4	69	\$ 382.00	242
		TOTAL PROF	1096	57.5	19.1	42	\$ 264.79	334
255 PINE ISLAND	3 3 2 1	ELEMENTARY	511	23.0	22.2	209	\$ 291.61	97
		SECONDARY	463	26.3	17.6	295	\$ 295.63	136
		ADMINSTR.	1055	3.2	332.8	34	\$ 466.09	44
		TOTAL PROF	1055	64.4	16.4	210	\$ 302.09	114
748 SARTELL	3 3 2 1	ELEMENTARY	539	21.0	25.7	66	\$ 300.62	75
		SECONDARY	572	32.2	17.7	288	\$ 305.56	97
		ADMINSTR.	1200	4.5	268.5	149	\$ 433.30	76
		TOTAL PROF	1200	72.0	16.7	188	\$ 313.17	83
111 WATERTOWN - MAYER	3 3 2 1	ELEMENTARY	560	26.0	21.5	247	\$ 292.52	95
		SECONDARY	661	32.5	20.4	149	\$ 302.54	109
		ADMINSTR.	1319	6.5	202.9	283	\$ 406.09	159
		TOTAL PROF	1319	84.0	15.7	269	\$ 307.01	95
AVERAGE FOR 3 3 2 1		( 7 DISTRICTS)						
		ELEMENTARY	458	20.0	22.9		\$ 278.85	
		SECONDARY	538	27.1	20.0		\$ 289.20	
		ADMINSTR.	1073	4.3	259.8		\$ 419.65	
		TOTAL PROF	1073	65.3	16.5		\$ 293.56	
813 LAKE CITY	3 3 2 2	ELEMENTARY	678	28.0	24.2	125	\$ 253.34	321
		SECONDARY	835	42.4	19.7	182	\$ 272.55	251
		ADMINSTR.	1644	5.3	308.4	64	\$ 376.88	257
		TOTAL PROF	1644	92.6	17.8	111	\$ 271.49	291
393 LE SUEUR	3 3 2 2	ELEMENTARY	635	26.3	24.1	133	\$ 271.85	197
		SECONDARY	736	33.0	22.3	57	\$ 289.20	169
		ADMINSTR.	1487	5.0	295.6	84	\$ 423.68	112
		TOTAL PROF	1487	79.0	18.8	54	\$ 291.56	166
345 NEW LONDON	3 3 2 2	ELEMENTARY	520	23.5	22.2	212	\$ 276.02	176
		SECONDARY	629	30.6	20.6	136	\$ 269.66	263
		ADMINSTR.	1231	4.8	254.9	172	\$ 399.15	180
		TOTAL PROF	1231	74.0	16.6	192	\$ 284.87	204

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
547 PARKERS PRAIRIE	3 3 2 2	ELEMENTARY	328	17.0	19.3	327	\$ 263.27	262
		SECONDARY	447	22.6	19.7	177	\$ 254.46	342
		ADMINSTR.	814	3.0	271.3	140	\$ 378.29	253
		TOTAL PROF	814	49.6	16.4	208	\$ 267.05	317
AVERAGE FOR 3 3 2 2	( 4 DISTRICTS)	ELEMENTARY	540	23.7	22.4		\$ 266.12	
		SECONDARY	661	32.2	20.6		\$ 271.47	
		ADMINSTR.	1294	4.5	282.6		\$ 394.50	
		TOTAL PROF	1294	73.8	17.4		\$ 278.74	
745 ALBANY	3 3 2 3	ELEMENTARY	740	30.5	24.3	122	\$ 249.25	345
		SECONDARY	861	42.9	20.1	156	\$ 288.95	172
		ADMINSTR.	1742	5.2	336.9	32	\$ 393.19	199
		TOTAL PROF	1742	97.2	17.9	99	\$ 278.13	253
693 BIWABIK	3 3 2 3	ELEMENTARY	328	15.0	21.9	226	\$ 325.41	33
		SECONDARY	446	20.1	22.2	61	\$ 308.81	85
		ADMINSTR.	824	3.2	254.3	173	\$ 397.69	186
		TOTAL PROF	824	46.8	17.6	116	\$ 325.32	62
314 BRAHAM *	3 3 2 3	ELEMENTARY	530	18.0	29.4	15	\$ 269.17	219
		SECONDARY	595	37.7	15.8	368	\$ 246.39	376
		ADMINSTR.	1212	4.0	303.0	73	\$ 433.14	77
		TOTAL PROF	1212	69.5	17.4	127	\$ 271.58	290
093 CARLTON	3 3 2 3	ELEMENTARY	441	19.5	22.6	193	\$ 271.44	204
		SECONDARY	483	25.6	18.9	227	\$ 307.01	90
		ADMINSTR.	978	3.4	287.6	102	\$ 450.48	53
		TOTAL PROF	978	58.5	16.7	182	\$ 303.42	106
182 CROSBY - IRONTON	3 3 2 3	ELEMENTARY	652	31.5	20.7	281	\$ 265.96	241
		SECONDARY	923	39.7	23.2	32	\$ 285.45	188
		ADMINSTR.	1683	6.0	280.5	116	\$ 356.19	323
		TOTAL PROF	1683	93.8	17.9	98	\$ 282.41	222
317 DEER RIVER	3 3 2 3	ELEMENTARY	546	25.5	21.4	254	\$ 317.23	43
		SECONDARY	619	27.8	22.3	58	\$ 339.15	49
		ADMINSTR.	1255	5.0	251.0	179	\$ 441.37	64
		TOTAL PROF	1255	70.0	17.9	100	\$ 339.02	39
880 HOWARD LAKE	3 3 2 3	ELEMENTARY	446	25.4	17.6	373	\$ 226.74	413
		SECONDARY	566	28.2	20.0	158	\$ 267.19	279
		ADMINSTR.	1084	4.5	240.9	199	\$ 394.32	192
		TOTAL PROF	1084	73.2	14.8	325	\$ 263.73	337

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
204 KASSON - MANTORVILLE	3 3 2 3	ELEMENTARY	527	24.0	22.0	220	\$ 251.48	331
		SECONDARY	608	29.2	20.8	124	\$ 272.28	252
		ADMINSTR.	1206	3.5	344.6	29	\$ 349.31	343
		TOTAL PROF	1206	68.5	17.6	117	\$ 246.98	318
741 PAYNESVILLE *	3 3 2 3	ELEMENTARY	704	18.3	38.4	2	\$ 234.30	401
		SECONDARY	796	47.5	16.7	331	\$ 276.97	232
		ADMINSTR.	1608	4.3	370.5	19	\$ 412.02	144
		TOTAL PROF	1608	83.4	19.3	29	\$ 275.58	266
549 PERHAM	3 3 2 3	ELEMENTARY	487	21.8	22.3	206	\$ 279.16	162
		SECONDARY	888	40.9	21.7	77	\$ 312.06	78
		ADMINSTR.	1455	5.0	291.0	96	\$ 389.20	212
		TOTAL PROF	1455	83.7	17.4	133	\$ 308.96	92
810 PLAINVIEW	3 3 2 3	ELEMENTARY	470	21.0	22.4	204	\$ 268.58	223
		SECONDARY	578	31.0	18.6	238	\$ 278.45	224
		ADMINSTR.	1138	4.7	243.7	196	\$ 408.00	153
		TOTAL PROF	1138	71.0	16.0	241	\$ 281.81	225
637 REDWOOD FALLS	3 3 2 3	ELEMENTARY	705	29.2	24.1	132	\$ 286.96	121
		SECONDARY	812	44.5	18.2	255	\$ 285.19	190
		ADMINSTR.	1637	5.0	327.4	37	\$ 443.59	62
		TOTAL PROF	1637	95.1	17.2	146	\$ 297.57	134
139 RUSH CITY	3 3 2 3	ELEMENTARY	429	18.0	23.8	147	\$ 286.18	124
		SECONDARY	454	24.4	18.6	240	\$ 296.01	135
		ADMINSTR.	936	3.2	292.5	93	\$ 472.58	41
		TOTAL PROF	936	52.6	17.8	109	\$ 303.68	105
743 SAUK CENTRE *	3 3 2 3	ELEMENTARY	535	29.0	18.4	351	\$ 268.57	225
		SECONDARY	1042	47.3	22.0	69	\$ 298.94	123
		ADMINSTR.	1647	5.3	311.3	55	\$ 423.63	113
		TOTAL PROF	1647	103.8	15.9	254	\$ 289.64	180
237 SPRING VALLEY	3 3 2 3	ELEMENTARY	495	22.0	22.5	198	\$ 247.58	351
		SECONDARY	530	27.5	19.3	201	\$ 258.88	311
		ADMINSTR.	1091	3.0	363.7	22	\$ 403.17	169
		TOTAL PROF	1091	62.1	17.6	118	\$ 259.36	357
811 WABASHA *	3 3 2 3	ELEMENTARY	323	16.4	19.7	307	\$ 256.93	300
		SECONDARY	593	33.0	18.0	270	\$ 258.67	314
		ADMINSTR.	988	4.5	219.6	238	\$ 389.18	213
		TOTAL PROF	988	64.7	15.3	298	\$ 267.95	309

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
819 WADENA	3 3 2 3	ELEMENTARY	695	33.0	21.1	268	\$ 235.38	398
		SECONDARY	999	47.0	21.3	95	\$ 266.60	281
		ADMINSTR.	1799	8.2	219.4	241	\$ 401.52	174
		TOTAL PROF	1799	110.8	16.2	219	\$ 266.22	323
177 WINDOM*	3 3 2 3	ELEMENTARY	777	26.0	29.9	13	\$ 298.10	82
		SECONDARY	902	52.8	17.1	316	\$ 303.76	103
		ADMINSTR.	1799	7.0	255.9	169	\$ 424.22	110
		TOTAL PROF	1799	105.8	17.0	161	\$ 308.56	93
AVERAGE FOR	3 3 2 3	(18 DISTRICTS)						
		ELEMENTARY	546	23.6	23.5		\$ 248.80	
		SECONDARY	705	36.0	19.7		\$ 286.15	
		ADMINSTR.	1337	4.7	288.5		\$ 410.15	
		TOTAL PROF	1337	78.4	17.1		\$ 288.33	
299 CALEDONIA	3 3 2 4	ELEMENTARY	484	25.2	19.2	329	\$ 289.27	105
		SECONDARY	793	41.1	19.3	199	\$ 301.11	118
		ADMINSTR.	1383	4.8	286.3	105	\$ 382.37	239
		TOTAL PROF	1383	87.4	15.8	260	\$ 304.42	100
601 FOSSTON	3 3 2 4	ELEMENTARY	450	24.0	18.8	344	\$ 279.92	155
		SECONDARY	595	32.2	18.5	249	\$ 290.24	164
		ADMINSTR.	1104	4.0	276.0	124	\$ 381.72	243
		TOTAL PROF	1104	71.2	15.5	287	\$ 290.66	174
612 GLENWOOD	3 3 2 4	ELEMENTARY	536	28.5	18.8	341	\$ 310.25	55
		SECONDARY	746	32.0	23.3	31	\$ 363.51	25
		ADMINSTR.	1381	5.0	276.2	123	\$ 363.13	302
		TOTAL PROF	1381	80.5	17.2	152	\$ 338.36	44
390 LAKE OF THE WOODS	3 3 2 4	ELEMENTARY		21.0	21.4	256	\$ 287.85	115
		SECONDARY		26.2	18.7	232	\$ 296.25	134
		ADMINSTR.	987	3.6	274.2	132	\$ 420.60	120
		TOTAL PROF	987	59.3	16.6	191	\$ 295.58	144
432 MAHNOMEN	3 3 2 4	ELEMENTARY	390	18.0	21.7	242	\$ 286.24	123
		SECONDARY	562	29.0	19.4	193	\$ 292.66	150
		ADMINSTR.	1019	4.5	226.4	224	\$ 420.52	121
		TOTAL PROF	1019	66.0	15.4	290	\$ 381.77	115
769 MORRIS	3 3 2 4	ELEMENTARY	577	23.0	25.1	90	\$ 283.28	134
		SECONDARY	892	44.8	19.9	166	\$ 288.31	175
		ADMINSTR.	1566	5.0	313.2	53	\$ 419.33	125
		TOTAL PROF	1566	91.0	17.2	148	\$ 297.67	132

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
682 ROSEAU	3 3 2 4	ELEMENTARY	598	27.9	21.4	251	\$ 272.69	193
		SECONDARY	729	35.4	20.6	134	\$ 258.88	310
		ADMINSTR.	1422	6.5	219.4	239	\$ 424.78	103
		TOTAL PROF	1422	94.6	15.0	309	\$ 274.77	270
858 ST CHARLES	3 3 2 4	ELEMENTARY	453	19.0	23.8	145	\$ 305.11	66
		SECONDARY	543	29.3	18.6	241	\$ 288.45	174
		ADMINSTR.	1070	3.7	291.6	95	\$ 404.02	166
		TOTAL PROF	1070	67.0	16.0	249	\$ 304.70	98
AVERAGE FOR	3 3 2 4	( 8 DISTRICTS)						
		ELEMENTARY	492	23.3	21.3		\$ 289.33	
		SECONDARY	668	33.7	19.8		\$ 297.43	
		ADMINSTR.	1241	4.6	270.4		\$ 402.06	
		TOTAL PROF	1241	77.1	16.1		\$ 300.99	
777 BENSON	3 3 2 5	ELEMENTARY	693	31.0	22.4	205	\$ 307.69	60
		SECONDARY	928	50.1	18.5	243	\$ 326.41	59
		ADMINSTR.	1734	6.4	270.1	144	\$ 388.17	217
		TOTAL PROF	1734	107.2	16.2	224	\$ 317.07	75
695 CHISHOLM	3 3 2 5	ELEMENTARY	539	27.0	20.0	297	\$ 321.45	37
		SECONDARY	747	42.4	17.6	297	\$ 362.77	26
		ADMINSTR.	1381	6.4	215.8	249	\$ 427.71	93
		TOTAL PROF	1381	94.1	14.7	335	\$ 352.03	27
697 EVELETH	3 3 2 5	ELEMENTARY	684	26.0	26.3	49	\$ 317.83	42
		SECONDARY	950	39.4	24.1	13	\$ 306.91	91
		ADMINSTR.	1727	4.2	411.2	8	\$ 424.52	107
		TOTAL PROF	1727	86.6	19.9	15	\$ 317.65	73
703 MOUNTAIN IRON	3 3 2 5	ELEMENTARY	337	17.0	19.6	313	\$ 367.75	5
		SECONDARY	435	22.5	19.4	194	\$ 384.06	11
		ADMINSTR.	820	3.0	270.6	143	\$ 513.73	23
		TOTAL PROF	820	58.5	14.0	364	\$ 376.31	13
583 PIPESTONE *	3 3 2 5	ELEMENTARY	744	31.3	23.8	150	\$ 312.78	49
		SECONDARY	915	51.0	17.9	276	\$ 302.26	110
		ADMINSTR.	1765	10.0	176.7	325	\$ 371.69	275
		TOTAL PROF	1765	111.6	15.8	261	\$ 313.98	80
504 SLAYTON	3 3 2 5	ELEMENTARY	494	19.0	26.0	58	\$ 266.98	236
		SECONDARY	629	34.8	18.1	266	\$ 262.82	298
		ADMINSTR.	1202	4.0	300.5	78	\$ 419.78	123
		TOTAL PROF	1202	71.5	16.8	175	\$ 277.27	259

DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
AVERAGE FOR 3 3 2 5 ( 6 DISTRICTS)						\$ 315.75	
	ELEMENTARY	581	25.2	23.0		\$ 324.21	
	SECONDARY	767	40.0	19.3		\$ 424.27	
	ADMINSTR.	1438	5.7	274.1		\$ 325.72	
	TOTAL PROF	1438	88.2	16.2			
505 FULDA 3 3 3 1						\$ 277.43	168
	ELEMENTARY	355	16.0	22.2	210	\$ 320.82	70
	SECONDARY	467	27.2	17.2	313	\$ 418.78	126
	ADMINSTR.	863	2.8	304.9	68	\$ 314.16	78
	TOTAL PROF	863	53.8	16.0	240		
640 WABASSO 3 3 3 1						\$ 268.95	220
	ELEMENTARY	286	17.4	16.4	401	\$ 272.77	250
	SECONDARY	552	29.7	18.6	239	\$ 392.67	202
	ADMINSTR.	909	4.3	212.9	260	\$ 278.67	249
	TOTAL PROF	909	63.0	14.4	344		
110 WACONIA 3 3 3 1						\$ 278.51	163
	ELEMENTARY	586	25.0	23.5	165	\$ 365.21	23
	SECONDARY	821	33.3	24.6	5	\$ 479.04	38
	ADMINSTR.	1524	4.2	365.5	21	\$ 338.37	43
	TOTAL PROF	1524	79.9	19.1	41		
AVERAGE FOR 3 3 3 1 ( 3 DISTRICTS)						\$ 274.96	
	ELEMENTARY	409	19.5	20.7		\$ 319.60	
	SECONDARY	613	30.1	20.1		\$ 430.17	
	ADMINSTR.	1098	3.8	294.4		\$ 310.40	
	TOTAL PROF	1098	65.6	16.5			
145 GLYNDON - FELTON 3 3 3 2						\$ 262.79	266
	ELEMENTARY	396	17.5	22.6	192	\$ 272.90	249
	SECONDARY	430	19.7	21.8	75	\$ 357.86	318
	ADMINSTR.	879	3.5	251.1	178	\$ 270.03	298
	TOTAL PROF	879	51.6	17.0	160		
AVERAGE FOR 3 3 3 2 ( 1 DISTRICTS)						\$ 262.79	
	ELEMENTARY	396	17.5	22.6		\$ 272.90	
	SECONDARY	430	19.7	21.8		\$ 357.86	
	ADMINSTR.	879	3.5	251.1		\$ 270.03	
	TOTAL PROF	879	51.6	17.0			
511 ADRIAN 3 3 3 3						\$ 279.32	161
	ELEMENTARY	324	17.5	18.5	349	\$ 273.51	246
	SECONDARY	520	26.6	19.5	188	\$ 399.54	177
	ADMINSTR.	895	4.0	223.7	231	\$ 283.31	215
	TOTAL PROF	895	57.6	15.5	284		
146 BARNESVILLE 3 3 3 3						\$ 276.09	175
	ELEMENTARY	432	19.5	22.2	213	\$ 296.28	133
	SECONDARY	618	28.4	21.7	76	\$ 404.91	165
	ADMINSTR.	1125	3.0	375.0	18	\$ 296.43	141
	TOTAL PROF	1125	61.0	18.4	73		



DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
216 BLUE EARTH	3 3 3 3	ELEMENTARY	502	23.0	21.8	230	\$ 284.02	133
		SECONDARY	657	32.0	20.5	139	\$ 346.71	41
		ADMINSTR.	1244	7.0	177.7	323	\$ 413.47	139
		TOTAL PROF	1244	76.6	16.2	218	\$ 327.26	59
846 BRECKENRIDGE *	3 3 3 3	ELEMENTARY	546	24.5	22.3	207	\$ 285.01	128
		SECONDARY	778	43.1	18.1	267	\$ 376.68	58
		ADMINSTR.	1425	7.0	203.6	280	\$ 373.77	266
		TOTAL PROF	1425	88.0	16.2	223	\$ 313.17	84
115 CASS LAKE	3 3 3 3	ELEMENTARY	408	21.0	19.4	317	\$ 281.90	141
		SECONDARY	418	23.2	18.0	273	\$ 291.06	157
		ADMINSTR.	882	3.0	294.0	89	\$ 543.15	6
		TOTAL PROF	882	64.5	13.7	378	\$ 297.30	138
732 GAYLORD	3 3 3 3	ELEMENTARY	331	14.0	23.6	157	\$ 281.23	146
		SECONDARY	444	22.2	20.0	162	\$ 278.34	225
		ADMINSTR.	822	3.0	274.0	133	\$ 385.76	225
		TOTAL PROF	822	45.6	18.0	91	\$ 290.01	179
422 GLENCOE*	3 3 3 3	ELEMENTARY	652	26.5	24.6	113	\$ 289.08	108
		SECONDARY	897	46.4	19.3	197	\$ 290.31	162
		ADMINSTR.	1674	7.3	229.9	219	\$ 429.68	83
		TOTAL PROF	1674	100.3	16.7	185	\$ 301.00	119
254 KENYON*	3 3 3 3	ELEMENTARY	395	17.0	23.2	176	\$ 255.91	309
		SECONDARY	469	26.4	17.8	285	\$ 274.75	241
		ADMINSTR.	920	4.0	230.0	218	\$ 437.33	70
		TOTAL PROF	920	55.1	16.7	184	\$ 277.61	256
857 LEWISTON	3 3 3 3	ELEMENTARY	362	17.0	21.3	258	\$ 289.41	103
		SECONDARY	511	21.7	23.5	26	\$ 280.53	212
		ADMINSTR.	942	3.2	297.2	82	\$ 383.10	238
		TOTAL PROF	942	52.7	17.9	105	\$ 290.78	172
108 NORWOOD - YOUNG AMERICA	3 3 3 3	ELEMENTARY	336	17.0	19.8	306	\$ 272.57	194
		SECONDARY	581	24.4	23.8	21	\$ 283.06	200
		ADMINSTR.	983	3.0	327.7	36	\$ 486.11	32
		TOTAL PROF	983	56.9	17.3	141	\$ 295.99	143
653 OLIVIA	3 3 3 3	ELEMENTARY	282	12.0	23.5	162	\$ 291.42	99
		SECONDARY	497	29.0	17.1	315	\$ 291.71	153
		ADMINSTR.	849	3.4	249.7	181	\$ 384.21	234
		TOTAL PROF	849	51.4	16.5	201	\$ 297.58	133

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
084 SLEEPY EYE	3 3 3 3	ELEMENTARY	304	13.0	23.4	167	\$ 245.63	360
		SECONDARY	459	25.9	17.7	290	\$ 269.21	265
		ADMINSTR.	868	3.2	273.8	134	\$ 375.08	261
		TOTAL PROF	868	51.5	16.9	170	\$ 266.28	321
417 TRACY	3 3 3 3	ELEMENTARY	516	27.0	19.1	333	\$ 272.53	195
		SECONDARY	682	35.6	19.2	205	\$ 265.55	287
		ADMINSTR.	1285	4.0	321.3	42	\$ 393.89	193
		TOTAL PROF	1285	82.6	15.6	280	\$ 272.06	286
395 WATERVILLE	3 3 3 3	ELEMENTARY	394	17.0	23.2	178	\$ 284.66	131
		SECONDARY	474	25.6	18.5	242	\$ 282.20	203
		ADMINSTR.	930	3.0	310.0	57	\$ 446.04	57
		TOTAL PROF	930	58.1	16.0	243	\$ 293.51	157
AVERAGE FOR 3 3 3 3	(14 DISTRICTS)	ELEMENTARY	413	19.0	21.9		\$ 277.77	
		SECONDARY	571	29.3	19.6		\$ 289.28	
		ADMINSTR.	1060	4.1	270.5		\$ 418.29	
		TOTAL PROF	1060	64.4	16.5		\$ 293.02	
731 ARLINGTON	3 3 3 4	ELEMENTARY	396	23.5	16.9	394	\$ 260.28	286
		SECONDARY	551	24.4	22.6	51	\$ 256.52	330
		ADMINSTR.	1006	3.5	287.4	103	\$ 372.36	271
		TOTAL PROF	1006	59.4	16.9	166	\$ 266.46	320
756 BLOOMING PRAIRIE	3 3 3 4	ELEMENTARY	507	27.0	18.8	342	\$ 270.19	209
		SECONDARY	653	35.3	18.5	244	\$ 306.51	94
		ADMINSTR.	1224	4.3	282.7	110	\$ 350.80	336
		TOTAL PROF	1224	76.6	16.0	246	\$ 297.36	137
166 COOK COUNTY	3 3 3 4	ELEMENTARY	393	23.0	17.1	386	\$ 281.02	148
		SECONDARY	460	20.3	22.6	49	\$ 337.59	53
		ADMINSTR.	906	4.5	203.1	282	\$ 461.85	45
		TOTAL PROF	906	55.5	16.3	212	\$ 318.87	70
324 JACKSON	3 3 3 4	ELEMENTARY	567	27.0	21.0	271	\$ 249.44	342
		SECONDARY	728	37.1	19.6	183	\$ 270.47	260
		ADMINSTR.	1383	9.4	147.1	371	\$ 404.95	164
		TOTAL PROF	1383	90.0	15.4	296	\$ 282.77	218
670 LUVERNE	3 3 3 4	ELEMENTARY	682	28.8	23.7	156	\$ 279.42	159
		SECONDARY	863	43.6	19.8	173	\$ 285.40	189
		ADMINSTR.	1636	5.4	301.3	75	\$ 428.04	92
		TOTAL PROF	1636	92.5	17.7	115	\$ 292.71	161

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
377 MADISON	3 3 3 4	ELEMENTARY	306	16.3	18.7	345	\$ 276.25	173
		SECONDARY	517	26.6	19.5	192	\$ 279.40	221
		ADMINSTR.	873	2.9	305.2	66	\$ 399.46	178
		TOTAL PROF	873	56.0	15.6	278	\$ 290.91	171
500 SOUTHLAND *	3 3 3 4	ELEMENTARY	360	19.0	18.9	336	\$ 279.55	158
		SECONDARY	632	36.5	17.3	306	\$ 270.77	257
		ADMINSTR.	1060	5.0	211.6	264	\$ 376.76	258
		TOTAL PROF	1060	75.3	14.1	361	\$ 281.94	224
840 ST JAMES *	3 3 3 4	ELEMENTARY	651	30.2	21.6	244	\$ 276.42	171
		SECONDARY	873	46.2	18.9	225	\$ 291.70	154
		ADMINSTR.	1615	7.0	230.7	214	\$ 365.02	298
		TOTAL PROF	1615	98.6	16.4	209	\$ 288.52	190
446 WARREN	3 3 3 4	ELEMENTARY	387	18.0	21.5	248	\$ 282.10	139
		SECONDARY	451	26.7	16.9	327	\$ 289.00	171
		ADMINSTR.	898	3.2	284.2	108	\$ 393.26	197
		TOTAL PROF	898	57.3	15.7	274	\$ 293.33	158
260 ZUMBROTA	3 3 3 4	ELEMENTARY	347	16.0	21.7	239	\$ 293.30	94
		SECONDARY	409	25.1	16.3	350	\$ 300.71	119
		ADMINSTR.	815	3.0	271.7	137	\$ 427.50	95
		TOTAL PROF	815	55.2	14.8	329	\$ 299.96	124
AVERAGE FOR	3 3 3 4	(10 DISTRICTS)						
		ELEMENTARY	459	22.9	20.0		\$ 274.80	
		SECONDARY	613	32.2	19.2		\$ 288.81	
		ADMINSTR.	1141	4.8	252.5		\$ 398.00	
		TOTAL PROF	1141	71.6	15.9		\$ 291.28	
891 CANBY	3 3 3 5	ELEMENTARY	373	21.0	17.8	367	\$ 245.16	364
		SECONDARY	742	34.5	21.5	88	\$ 287.11	182
		ADMINSTR.	1196	4.0	299.0	80	\$ 385.91	224
		TOTAL PROF	1196	72.5	16.5	203	\$ 270.78	294
378 DAWSON	3 3 3 5	ELEMENTARY	337	18.1	18.6	348	\$ 282.08	140
		SECONDARY	451	24.2	18.7	236	\$ 314.02	76
		ADMINSTR.	844	3.4	245.3	193	\$ 450.42	54
		TOTAL PROF	844	54.4	15.5	286	\$ 311.01	88
275 GOLDEN VALLEY *	3 3 3 5	ELEMENTARY	577	22.0	26.2	54	\$ 347.08	15
		SECONDARY	846	39.7	21.3	94	\$ 382.34	14
		ADMINSTR.	1496	7.0	213.7	257	\$ 524.09	15
		TOTAL PROF	1496	85.2	17.6	119	\$ 386.77	8

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
894 GRANITE FALLS	3 3 3 5	ELEMENTARY	478	18.0	26.6	44	\$ 308.22	59
		SECONDARY	644	33.5	19.2	202	\$ 305.17	98
		ADMINSTR.	1194	6.0	199.0	287	\$ 417.86	128
		TOTAL PROF	1194	74.2	16.1	231	\$ 314.12	79
837 MADELIA	3 3 3 5	ELEMENTARY	298	15.0	19.9	302	\$ 271.44	205
		SECONDARY	542	32.3	16.8	330	\$ 291.33	156
		ADMINSTR.	896	3.2	280.0	118	\$ 406.26	158
		TOTAL PROF	896	60.5	14.8	322	\$ 293.09	159
224 WELLS	3 3 3 5	ELEMENTARY	373	21.0	17.8	368	\$ 233.63	405
		SECONDARY	580	27.6	21.0	108	\$ 277.13	231
		ADMINSTR.	1012	5.2	194.6	291	\$ 369.17	283
		TOTAL PROF	1012	68.0	14.9	318	\$ 267.67	310
803 WHEATON	3 3 3 5	ELEMENTARY	355	15.0	23.7	154	\$ 262.50	268
		SECONDARY	476	26.8	17.8	286	\$ 254.88	339
		ADMINSTR.	883	5.0	176.2	326	\$ 387.83	219
		TOTAL PROF	883	58.2	15.2	299	\$ 269.90	300
AVERAGE FOR 3 3 3 5	( 7 DISTRICTS)	ELEMENTARY	398	18.6	21.5		\$ 278.59	
		SECONDARY	611	31.2	19.5		\$ 301.71	
		ADMINSTR.	1074	4.8	229.7		\$ 420.22	
		TOTAL PROF	1074	67.6	15.8		\$ 301.91	
912 MILACA*	4 2 1 3	ELEMENTARY	911	25.4	35.9	4	\$ 259.33	288
		SECONDARY	1082	62.6	17.3	307	\$ 303.78	102
		ADMINSTR.	2093	8.1	259.4	162	\$ 471.46	118
		TOTAL PROF	2093	109.4	19.1	39	\$ 300.83	120
AVERAGE FOR 4 2 1 3	( 1 DISTRICTS)	ELEMENTARY	911	25.4	35.9		\$ 259.33	
		SECONDARY	1082	62.6	17.3		\$ 303.78	
		ADMINSTR.	2093	8.1	259.4		\$ 421.46	
		TOTAL PROF	2093	109.4	19.1		\$ 300.83	
011 ANOKA	4 2 2 1	ELEMENTARY	14942	511.5	29.2	16	\$ 275.09	181
		SECONDARY	13612	591.3	23.0	38	\$ 289.91	166
		ADMINSTR.	31281	83.4	375.1	17	\$ 439.77	65
		TOTAL PROF	31281	1513.8	20.7	7	\$ 293.99	154
141 CHISAGO LAKES	4 2 2 1	ELEMENTARY	863	36.0	24.0	140	\$ 247.36	352
		SECONDARY	1056	52.0	20.3	151	\$ 264.05	295
		ADMINSTR.	2055	7.2	284.2	107	\$ 397.85	183
		TOTAL PROF	2055	114.5	17.9	97	\$ 267.54	311

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
750 COLD SPRING - RICHMOND	4 2 2 1	ELEMENTARY	830	35.0	23.7	152	\$ 265.66	243
		SECONDARY	1216	51.6	23.6	25	\$ 280.09	215
		ADMINSTR.	2200	7.3	301.4	74	\$ 423.08	115
		TOTAL PROF	2200	112.7	19.5	26	\$ 281.54	228
728 ELK RIVER	4 2 2 1	ELEMENTARY	1801	78.0	23.1	181	\$ 286.60	122
		SECONDARY	1940	80.6	24.1	15	\$ 331.40	56
		ADMINSTR.	4102	12.6	325.6	39	\$ 487.28	31
		TOTAL PROF	4102	210.2	19.5	27	\$ 323.19	64
192 FARMINGTON*	4 2 2 1	ELEMENTARY	940	31.0	30.3	10	\$ 251.35	332
		SECONDARY	1021	51.7	19.7	178	\$ 269.78	262
		ADMINSTR.	2117	5.2	409.5	9	\$ 392.95	200
		TOTAL PROF	2117	110.3	19.2	37	\$ 264.79	333
831 FOREST LAKE	4 2 2 1	ELEMENTARY	2654	102.9	25.8	62	\$ 256.90	301
		SECONDARY	2867	136.8	21.0	113	\$ 259.47	309
		ADMINSTR.	6012	17.9	336.1	33	\$ 444.31	59
		TOTAL PROF	6012	307.5	19.6	25	\$ 273.45	274
194 LAKEVILLE	4 2 2 1	ELEMENTARY	1249	49.0	25.5	73	\$ 249.96	341
		SECONDARY	1379	62.0	22.2	59	\$ 279.67	219
		ADMINSTR.	2858	9.7	294.6	87	\$ 415.37	136
		TOTAL PROF	2858	154.6	18.5	70	\$ 272.84	279
740 MELROSE	4 2 2 1	ELEMENTARY	589	32.4	18.2	359	\$ 241.19	375
		SECONDARY	1338	63.8	21.0	111	\$ 307.48	88
		ADMINSTR.	2095	4.4	477.2	3	\$ 378.18	254
		TOTAL PROF	2095	117.9	17.8	110	\$ 280.31	181
721 NEW PRAGUE	4 2 2 1	ELEMENTARY	709	32.5	21.8	231	\$ 231.31	408
		SECONDARY	1302	50.7	25.7	3	\$ 304.70	101
		ADMINSTR.	2181	5.0	436.2	6	\$ 424.66	106
		TOTAL PROF	2181	109.2	20.0	13	\$ 279.49	244
138 NORTH BRANCH	4 2 2 1	ELEMENTARY	990	33.0	30.0	12	\$ 254.01	317
		SECONDARY	938	40.5	23.1	37	\$ 263.67	296
		ADMINSTR.	2071	6.8	303.2	72	\$ 388.43	216
		TOTAL PROF	2071	96.6	21.4	1	\$ 269.34	302
196 ROSEMOUNT*	4 2 2 1	ELEMENTARY	4495	154.5	29.1	20	\$ 239.63	380
		SECONDARY	3132	150.2	20.8	122	\$ 268.96	270
		ADMINSTR.	8537	22.7	376.6	16	\$ 458.60	50
		TOTAL PROF	8537	411.6	20.7	5	\$ 262.28	344

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
015 ST FRANCIS	4 2 2 1	ELEMENTARY	1477	51.0	29.0	22	\$ 278.27	165
		SECONDARY	1391	81.4	17.1	317	\$ 202.69	201
		ADMINSTR.	3128	9.9	316.3	47	\$ 445.12	58
		TOTAL PROF	3128	166.2	18.8	55	\$ 290.04	178
AVERAGE FOR	4 2 2 1	(12 DISTRICTS)						
		ELEMENTARY	2628	95.6	25.8		\$ 256.44	
		SECONDARY	2599	117.7	21.8		\$ 283.49	
		ADMINSTR.	5719	16.0	353.0		\$ 424.63	
		TOTAL PROF	5719	285.4	19.5		\$ 280.65	
199 INVER GROVE - PINE BEND	4 2 2 2	ELEMENTARY	1968	78.5	25.1	91	\$ 275.02	182
		SECONDARY	1989	85.1	23.4	30	\$ 287.91	178
		ADMINSTR.	4299	14.7	291.9	94	\$ 424.02	111
		TOTAL PROF	4299	208.9	20.6	9	\$ 297.95	130
332 MORA	4 2 2 2	ELEMENTARY	815	28.0	29.1	19	\$ 267.72	230
		SECONDARY	915	37.7	24.3	8	\$ 286.41	184
		ADMINSTR.	1852	7.5	246.9	185	\$ 382.02	241
		TOTAL PROF	1852	91.1	20.3	11	\$ 288.54	189
309 PARK RAPIDS *	4 2 2 2	ELEMENTARY	914	20.0	45.7	1	\$ 282.89	136
		SECONDARY	1126	67.8	16.6	340	\$ 303.40	106
		ADMINSTR.	2161	6.4	337.7	31	\$ 373.75	268
		TOTAL PROF	2161	120.7	17.9	101	\$ 299.99	123
047 SAUK RAPIDS	4 2 2 2	ELEMENTARY	1026	46.5	22.1	216	\$ 239.04	383
		SECONDARY	1148	56.3	20.4	147	\$ 279.47	220
		ADMINSTR.	2387	8.1	294.7	86	\$ 377.84	255
		TOTAL PROF	2387	132.3	18.0	88	\$ 266.23	322
AVERAGE FOR	4 2 2 2	( 4 DISTRICTS)						
		ELEMENTARY	1180	43.3	30.5		\$ 266.17	
		SECONDARY	1294	61.7	21.2		\$ 289.30	
		ADMINSTR.	2674	9.2	292.8		\$ 389.40	
		TOTAL PROF	2674	138.2	19.2		\$ 248.18	
022 DETROIT LAKES	4 2 2 3	ELEMENTARY	1344	55.5	24.2	124	\$ 256.19	307
		SECONDARY	1781	77.7	22.9	40	\$ 267.32	278
		ADMINSTR.	3344	11.5	290.8	97	\$ 369.57	282
		TOTAL PROF	3344	174.0	19.2	35	\$ 269.32	303
051 FOLEY	4 2 2 3	ELEMENTARY	753	30.0	25.1	89	\$ 281.42	144
		SECONDARY	1038	46.9	22.1	62	\$ 270.63	258
		ADMINSTR.	1916	3.7	522.1	1	\$ 433.80	75
		TOTAL PROF	1916	96.8	19.8	19	\$ 285.04	202



DISTRICT NAME	TYPE OF DISTRICT	ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
AVERAGE FOR 4 2 2 3 ( 2 DISTRICTS)						
	ELEMENTARY	1048	42.8	24.7	\$ 268.80	
	SECONDARY	1409	62.3	22.5	\$ 268.97	
	ADMINSTR.	2630	7.6	406.4	\$ 401.69	
	TOTAL PROF	2630	135.4	19.5	\$ 277.18	
012 CENTENNIAL	4 3 1 3					
	ELEMENTARY	1527	56.0	27.3	\$ 277.10	170
	SECONDARY	1543	75.5	20.4	\$ 290.70	160
	ADMINSTR.	3304	16.3	202.7	\$ 422.28	117
	TOTAL PROF	3304	176.2	18.7	\$ 301.20	118
700 HERMANTOWN	4 3 1 3					
	ELEMENTARY	894	37.0	24.2	\$ 309.25	58
	SECONDARY	966	43.8	22.1	\$ 361.34	28
	ADMINSTR.	1972	8.0	246.5	\$ 437.58	69
	TOTAL PROF	1972	104.1	18.9	\$ 346.87	31
381 LAKE SUPERIOR	4 3 1 3					
	ELEMENTARY	1601	59.8	26.8	\$ 357.83	10
	SECONDARY	2100	99.9	21.0	\$ 369.51	21
	ADMINSTR.	3921	13.3	293.9	\$ 406.20	28
	TOTAL PROF	3921	206.0	19.0	\$ 368.46	20
704 PROCTOR	4 3 1 3					
	ELEMENTARY	1137	44.0	25.8	\$ 280.30	152
	SECONDARY	1503	61.2	24.6	\$ 324.70	65
	ADMINSTR.	2812	9.0	312.4	\$ 472.56	42
	TOTAL PROF	2812	133.8	21.0	\$ 321.85	66
AVERAGE FOR 4 3 1 3 ( 4 DISTRICTS)						
	ELEMENTARY	1289	49.2	26.0	\$ 306.12	
	SECONDARY	1528	70.1	22.0	\$ 376.56	
	ADMINSTR.	3002	11.7	263.9	\$ 457.15	
	TOTAL PROF	3002	155.1	19.4	\$ 334.60	
877 BUFFALO	4 3 2 1					
	ELEMENTARY	1402	54.5	25.7	\$ 268.59	222
	SECONDARY	1488	61.6	24.1	\$ 350.14	37
	ADMINSTR.	3169	7.0	452.7	\$ 407.63	155
	TOTAL PROF	3169	150.5	21.0	\$ 315.56	77
911 CAMBRIDGE	4 3 2 1					
	ELEMENTARY	1533	61.5	24.9	\$ 285.74	125
	SECONDARY	1741	78.8	22.1	\$ 308.15	87
	ADMINSTR.	3524	12.2	288.9	\$ 436.21	72
	TOTAL PROF	3524	210.4	16.7	\$ 301.57	117
656 FARIBAULT	4 3 2 1					
	ELEMENTARY	1942	73.9	26.3	\$ 262.81	265
	SECONDARY	2078	102.9	20.2	\$ 284.66	193
	ADMINSTR.	4374	19.5	223.8	\$ 383.53	237
	TOTAL PROF	4374	262.8	16.6	\$ 279.62	241



DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
200 HASTINGS	4 3 2 1	ELEMENTARY	2136	80.0	26.7	41	\$ 247.65	350
		SECONDARY	2696	124.5	21.7	81	\$ 282.64	202
		ADMINSTR.	5251	17.0	308.9	62	\$ 401.45	175
		TOTAL PROF	5251	273.9	19.2	38	\$ 280.74	232
477 PRINCETON	4 3 2 1	ELEMENTARY	1211	54.0	22.4	200	\$ 303.97	70
		SECONDARY	1218	55.0	22.1	63	\$ 318.57	51
		ADMINSTR.	2608	8.5	305.0	67	\$ 520.93	17
		TOTAL PROF	2608	147.2	17.7	114	\$ 338.37	42
719 PRIOR LAKE	4 3 2 1	ELEMENTARY	1144	44.0	26.0	59	\$ 252.18	325
		SECONDARY	1222	56.3	21.7	78	\$ 262.61	299
		ADMINSTR.	2621	8.7	300.9	76	\$ 428.78	85
		TOTAL PROF	2621	136.1	19.3	32	\$ 270.61	295
833 SOUTH WASHINGTON COUNTY	4 3 2 1	ELEMENTARY	4976	201.0	24.8	108	\$ 264.40	253
		SECONDARY	4942	230.2	21.5	91	\$ 290.20	165
		ADMINSTR.	10674	34.0	313.9	51	\$ 451.07	52
		TOTAL PROF	10674	560.5	19.0	45	\$ 293.99	152
AVERAGE FOR 4 3 2 1	( 7 DISTRICTS)	ELEMENTARY	2049	81.3	25.3		\$ 269.34	
		SECONDARY	2197	101.4	21.9		\$ 302.42	
		ADMINSTR.	4603	15.3	313.5		\$ 432.80	
		TOTAL PROF	4603	248.8	18.5		\$ 297.21	
206 ALEXANDRIA	4 3 2 2	ELEMENTARY	1596	63.7	25.1	92	\$ 253.50	318
		SECONDARY	2090	88.1	23.7	23	\$ 299.45	122
		ADMINSTR.	3937	12.7	309.3	60	\$ 412.49	141
		TOTAL PROF	3937	199.1	19.8	20	\$ 291.04	170
031 BEMIDJI	4 3 2 2	ELEMENTARY	1934	76.0	25.4	74	\$ 269.41	216
		SECONDARY	2419	104.2	23.2	33	\$ 293.45	146
		ADMINSTR.	4635	17.5	264.9	153	\$ 428.58	88
		TOTAL PROF	4635	248.2	18.7	63	\$ 291.37	169
621 MOUNDS VIEW	4 3 2 2	ELEMENTARY	6406	252.3	25.4	76	\$ 327.54	31
		SECONDARY	6936	339.9	20.4	143	\$ 382.69	13
		ADMINSTR.	14475	42.0	344.6	28	\$ 459.70	48
		TOTAL PROF	14475	784.2	18.5	72	\$ 365.92	22
279 OSSEO	4 3 2 2	ELEMENTARY	6458	237.0	27.2	34	\$ 303.38	71
		SECONDARY	6354	276.2	23.0	39	\$ 326.37	60
		ADMINSTR.	13869	43.4	319.6	45	\$ 539.17	9
		TOTAL PROF	13869	670.7	20.7	6	\$ 337.37	46

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVG. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
742 ST CLOUD	4 3 2 2	ELEMENTARY	4644	181.0	25.7	67	\$ 300.35	76
		SECONDARY	6395	280.0	22.8	43	\$ 345.82	42
		ADMINSTR.	11873	46.0	258.1	166	\$ 470.29	43
		TOTAL PROF	11873	627.5	18.9	50	\$ 336.79	49
		AVERAGE FOR 4 3 2 2 ( 5 DISTRICTS)						
	ELEMENTARY	4207	162.0	25.8		\$ 290.83		
	SECONDARY	4838	217.7	22.6		\$ 329.56		
	ADMINSTR.	9757	32.3	299.3		\$ 462.05		
	TOTAL PROF	9757	506.0	19.3		\$ 324.50		
691 AURORA - HOYT LAKES	4 3 2 3	ELEMENTARY	965	41.5	23.3	175	\$ 348.90	14
		SECONDARY	1300	72.7	17.9	278	\$ 325.04	64
		ADMINSTR.	2419	11.0	219.9	237	\$ 457.86	51
		TOTAL PROF	2419	150.7	16.0	238	\$ 343.28	37
181 BRAINERD	4 3 2 3	ELEMENTARY	2665	117.4	22.7	190	\$ 321.37	38
		SECONDARY	3228	155.4	20.8	125	\$ 336.92	55
		ADMINSTR.	6301	18.2	346.2	27	\$ 448.57	55
		TOTAL PROF	6301	374.5	16.8	174	\$ 331.04	56
595 EAST GRAND FORKS	4 3 2 3	ELEMENTARY	926	38.0	24.4	118	\$ 297.71	84
		SECONDARY	1079	58.5	18.4	250	\$ 302.83	108
		ADMINSTR.	2171	10.0	217.1	246	\$ 439.64	66
		TOTAL PROF	2171	130.2	16.7	186	\$ 310.68	89
014 FRIDLEY	4 3 2 3	ELEMENTARY	2140	86.0	24.9	100	\$ 310.75	54
		SECONDARY	2780	135.1	20.6	133	\$ 317.33	73
		ADMINSTR.	5269	18.2	289.0	100	\$ 541.14	7
		TOTAL PROF	5269	273.4	19.3	31	\$ 340.15	38
361 INTERNATIONAL FALLS	4 3 2 3	ELEMENTARY	1250	49.0	25.5	71	\$ 319.49	40
		SECONDARY	1758	87.8	20.0	159	\$ 349.38	38
		ADMINSTR.	3231	11.4	283.4	109	\$ 427.52	94
		TOTAL PROF	3231	172.9	18.7	61	\$ 347.10	30
482 LITTLE FALLS*	4 3 2 3	ELEMENTARY	1627	56.5	28.8	23	\$ 271.42	206
		SECONDARY	2061	92.1	22.4	55	\$ 301.54	115
		ADMINSTR.	3943	13.2	298.7	81	\$ 475.06	101
		TOTAL PROF	3943	201.0	19.6	24	\$ 300.28	122
832 MAHTOMEDI*	4 3 2 3	ELEMENTARY	817	26.5	30.8	8	\$ 314.30	46
		SECONDARY	1025	47.0	21.8	74	\$ 315.31	75
		ADMINSTR.	1975	8.2	239.7	202	\$ 485.14	34
		TOTAL PROF	1975	105.7	18.7	62	\$ 328.47	58

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DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
129 MONTEVIDEO*	4 3 2 3	ELEMENTARY	863	44.5	19.4	322	\$ 257.40	297
		SECONDARY	953	54.5	17.5	302	\$ 296.71	129
		ADMINSTR.	1959	11.0	178.1	321	\$ 368.17	286
		TOTAL PROF	1959	136.6	14.3	347	\$ 290.22	177
152 MOORHEAD	4 3 2 3	ELEMENTARY	2765	134.3	20.6	283	\$ 324.66	35
		SECONDARY	3538	180.8	19.6	185	\$ 350.31	36
		ADMINSTR.	6749	21.3	317.5	46	\$ 485.97	33
		TOTAL PROF	6749	424.5	15.9	252	\$ 345.59	34
659 NORTHFIELD	4 3 2 3	ELEMENTARY	1333	57.3	23.3	174	\$ 269.45	215
		SECONDARY	1613	82.5	19.6	187	\$ 296.56	130
		ADMINSTR.	3183	13.0	244.8	195	\$ 409.59	149
		TOTAL PROF	3183	193.4	16.5	206	\$ 297.37	136
016 SPRING LAKE PARK	4 3 2 3	ELEMENTARY	2352	94.9	24.8	107	\$ 311.26	52
		SECONDARY	2173	103.9	20.9	118	\$ 362.65	45
		ADMINSTR.	4923	16.2	304.1	70	\$ 482.66	37
		TOTAL PROF	4923	273.0	18.0	90	\$ 335.25	50
508 ST PETER	4 3 2 3	ELEMENTARY	860	36.0	23.9	144	\$ 275.97	177
		SECONDARY	1209	52.8	22.9	42	\$ 296.29	132
		ADMINSTR.	2217	6.4	346.4	26	\$ 424.67	105
		TOTAL PROF	2217	122.0	18.2	84	\$ 296.48	140
564 THIEF RIVER FALLS*	4 3 2 3	ELEMENTARY	1340	52.2	25.7	65	\$ 271.45	203
		SECONDARY	1599	67.6	23.6	24	\$ 325.84	62
		ADMINSTR.	3178	8.2	385.7	13	\$ 442.35	63
		TOTAL PROF	3178	166.9	19.0	44	\$ 304.51	99
624 WHITE BEAR LAKE	4 3 2 3	ELEMENTARY	4496	170.0	26.4	47	\$ 287.18	119
		SECONDARY	5203	216.6	24.0	17	\$ 362.23	27
		ADMINSTR.	10470	38.5	271.7	138	\$ 416.38	130
		TOTAL PROF	10470	548.5	19.1	40	\$ 329.19	57
347 WILLMAR	4 3 2 3	ELEMENTARY	1779	75.5	23.6	160	\$ 256.82	303
		SECONDARY	2180	106.0	20.6	135	\$ 304.70	100
		ADMINSTR.	4251	18.0	236.2	209	\$ 416.57	129
		TOTAL PROF	4251	257.9	16.5	205	\$ 292.66	162
861 WINONA*	4 3 2 3	ELEMENTARY	2641	106.4	24.8	105	\$ 263.83	258
		SECONDARY	2985	151.7	19.7	181	\$ 306.47	95
		ADMINSTR.	6076	15.2	399.7	12	\$ 484.49	35
		TOTAL PROF	6076	339.8	17.9	102	\$ 300.68	121

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
518 WORTHINGTON	4 3 2 3	ELEMENTARY	1215	60.0	20.3	289	\$ 312.58	50
		SECONDARY	1727	89.4	19.3	198	\$ 325.32	63
		ADMINSTR.	3164	11.2	281.7	112	\$ 413.03	140
		TOTAL PROF	3164	200.8	15.8	265	\$ 324.19	63
AVERAGE FOR	4 3 2 3	(17 DISTRICTS)						
		ELEMENTARY	1766	73.3	24.3		\$ 294.97	
		SECONDARY	2141	103.2	20.6		\$ 320.91	
		ADMINSTR.	4204	14.7	285.9		\$ 445.22	
		TOTAL PROF	4204	239.5	17.5		\$ 318.66	
241 ALBERT LEA	4 3 2 4	ELEMENTARY	2807	117.0	24.0	138	\$ 280.92	149
		SECONDARY	3381	168.6	20.1	157	\$ 289.56	167
		ADMINSTR.	6645	24.1	275.2	127	\$ 368.63	285
		TOTAL PROF	6645	358.5	18.5	68	\$ 294.65	149
094 CLOQUET	4 3 2 4	ELEMENTARY	1382	64.5	21.4	253	\$ 325.98	32
		SECONDARY	1810	94.5	19.2	204	\$ 356.02	32
		ADMINSTR.	3403	13.8	246.6	187	\$ 419.72	124
		TOTAL PROF	3403	214.2	15.9	253	\$ 347.50	29
374 113 COLUMBIA HEIGHTS	4 3 2 4	ELEMENTARY	2674	106.3	25.1	87	\$ 339.90	20
		SECONDARY	3567	164.6	21.7	80	\$ 379.89	16
		ADMINSTR.	6681	23.8	280.4	117	\$ 527.79	13
		TOTAL PROF	6681	357.5	18.7	60	\$ 374.84	14
544 FERGUS FALLS	4 3 2 4	ELEMENTARY	1573	66.0	23.8	148	\$ 254.54	314
		SECONDARY	2009	86.7	23.2	35	\$ 282.05	205
		ADMINSTR.	3856	14.0	274.4	128	\$ 413.97	138
		TOTAL PROF	3856	222.5	17.3	138	\$ 279.18	246
006 SOUTH ST PAUL	4 3 2 4	ELEMENTARY	2063	84.5	24.4	115	\$ 386.55	2
		SECONDARY	2795	134.9	20.7	127	\$ 393.29	7
		ADMINSTR.	5207	18.8	277.4	120	\$ 586.69	25
		TOTAL PROF	5207	284.0	18.3	77	\$ 397.36	5
AVERAGE FOR	4 3 2 4	( 5 DISTRICTS)						
		ELEMENTARY	2099	87.7	23.8		\$ 317.58	
		SECONDARY	2712	129.8	21.0		\$ 340.32	
		ADMINSTR.	5158	18.9	270.8		\$ 447.36	
		TOTAL PROF	5158	287.4	17.8		\$ 338.70	
445 492 AUSTIN	4 3 2 5	ELEMENTARY	2578	108.5	23.8	151	\$ 304.21	69
		SECONDARY	3488	158.6	22.0	70	\$ 321.06	68
		ADMINSTR.	6522	32.6	199.8	286	\$ 426.73	97
		TOTAL PROF	6522	384.2	17.0	162	\$ 321.49	67

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
286 BROOKLYN CENTER	4 3 2 5	ELEMENTARY	779	31.0	25.1	88	\$ 355.40	12
		SECONDARY	1088	51.8	21.0	110	\$ 359.56	29
		ADMINSTR.	1996	7.9	252.7	175	\$ 504.33	26
		TOTAL PROF	1996	110.5	18.1	87	\$ 371.11	19
316 COLERAINE	4 3 2 5	ELEMENTARY	892	45.5	19.6	312	\$ 340.98	18
		SECONDARY	1078	55.1	19.6	184	\$ 376.70	17
		ADMINSTR.	2108	8.0	263.5	158	\$ 475.57	40
		TOTAL PROF	2108	129.9	16.2	221	\$ 366.94	21
701 HIBBING	4 3 2 5	ELEMENTARY	1899	81.4	23.3	169	\$ 364.05	6
		SECONDARY	2666	126.6	21.1	107	\$ 383.55	12
		ADMINSTR.	4877	14.0	348.4	23	\$ 460.14	47
		TOTAL PROF	4877	259.6	18.8	56	\$ 384.29	10
465 LITCHFIELD	4 3 2 5	ELEMENTARY	822	34.0	24.2	128	\$ 297.86	83
		SECONDARY	1133	57.9	19.6	186	\$ 344.62	43
		ADMINSTR.	2088	6.0	348.0	24	\$ 437.66	67
		TOTAL PROF	2088	124.0	16.8	172	\$ 331.64	54
281 ROBBINSDALE*	4 3 2 5	ELEMENTARY	10273	405.6	25.3	79	\$ 358.00	8
		SECONDARY	12852	554.6	23.2	36	\$ 404.30	6
		ADMINSTR.	24890	76.5	325.4	40	\$ 548.82	5
		TOTAL PROF	24890	1294.9	19.2	34	\$ 398.85	4
710 ST LOUIS COUNTY	4 3 2 5	ELEMENTARY	1309	56.6	23.1	180	\$ 306.63	64
		SECONDARY	1611	88.4	18.2	256	\$ 341.00	48
		ADMINSTR.	3119	12.3	252.6	176	\$ 444.21	60
		TOTAL PROF	3119	193.8	16.1	232	\$ 337.20	47
706 VIRGINIA	4 3 2 5	ELEMENTARY	1030	39.4	26.1	55	\$ 332.80	25
		SECONDARY	1583	77.6	20.4	144	\$ 357.46	31
		ADMINSTR.	2794	15.4	181.1	311	\$ 429.36	84
		TOTAL PROF	2794	162.9	17.1	153	\$ 345.87	33
AVERAGE FOR 4 3 2 5	( 8 DISTRICTS)	ELEMENTARY	2447	100.2	23.8		\$ 332.49	
		SECONDARY	3187	146.3	20.6		\$ 361.03	
		ADMINSTR.	6049	21.6	271.4		\$ 465.85	
		TOTAL PROF	6049	332.5	17.4		\$ 357.18	
191 BURNSVILLE	4 3 3 1	ELEMENTARY	5119	204.5	25.0	93	\$ 287.68	117
		SECONDARY	4748	223.4	21.3	98	\$ 337.00	54
		ADMINSTR.	10807	35.0	308.9	61	\$ 516.23	21
		TOTAL PROF	10807	561.6	19.2	33	\$ 320.33	69

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
112 CHASKA	4 3 3 1	ELEMENTARY	1374	55.0	25.0	96	\$ 304.53	67
		SECONDARY	1552	74.3	20.9	120	\$ 342.91	44
		ADMINSTR.	3168	11.8	268.5	148	\$ 428.71	86
		TOTAL PROF	3168	181.5	17.4	126	\$ 334.36	51
272 EDEN PRAIRIE	4 3 3 1	ELEMENTARY	1075	40.5	26.5	45	\$ 327.78	29
		SECONDARY	1165	56.3	20.7	129	\$ 321.78	67
		ADMINSTR.	2416	7.4	326.5	38	\$ 519.86	18
		TOTAL PROF	2416	130.8	18.5	71	\$ 338.09	45
882 MONTICELLO	4 3 3 1	ELEMENTARY	876	32.0	27.4	31	\$ 289.26	106
		SECONDARY	878	38.6	22.7	46	\$ 296.34	131
		ADMINSTR.	1896	7.0	270.9	141	\$ 319.19	405
		TOTAL PROF	1896	102.9	18.4	74	\$ 292.57	163
720 SHAKOPEE*	4 3 3 1	ELEMENTARY	1073	43.0	25.0	98	\$ 258.91	289
		SECONDARY	1243	68.2	18.2	257	\$ 285.05	191
		ADMINSTR.	2536	7.4	342.7	30	\$ 458.64	49
		TOTAL PROF	2536	156.6	16.2	222	\$ 282.53	221
834 STILLWATER	4 3 3 1	ELEMENTARY	3695	136.5	27.1	36	\$ 324.93	34
		SECONDARY	3814	182.8	20.9	121	\$ 347.79	40
		ADMINSTR.	8141	27.8	293.1	92	\$ 514.88	22
		TOTAL PROF	8141	423.7	19.2	36	\$ 356.86	25
829 WASECA*	4 3 3 1	ELEMENTARY	897	26.0	34.5	5	\$ 327.64	30
		SECONDARY	1244	76.0	16.4	347	\$ 321.00	69
		ADMINSTR.	2308	10.1	229.4	221	\$ 389.01	214
		TOTAL PROF	2308	127.6	18.1	85	\$ 325.70	61
284 WAYZATA	4 3 3 1	ELEMENTARY	2891	110.7	26.1	56	\$ 315.60	45
		SECONDARY	3264	138.8	23.5	27	\$ 352.41	35
		ADMINSTR.	6656	22.1	300.8	77	\$ 508.10	24
		TOTAL PROF	6656	334.7	19.9	16	\$ 346.08	32
AVERAGE FOR 4 3 3 1		( 8 DISTRICTS)						
		ELEMENTARY	2125	81.0	27.1		\$ 304.54	
		SECONDARY	2238	107.3	20.6		\$ 325.54	
		ADMINSTR.	4741	16.1	292.6		\$ 456.83	
		TOTAL PROF	4741	252.4	18.4		\$ 324.56	
077 MANKATO	4 3 3 2	ELEMENTARY	3400	134.0	25.4	78	\$ 310.19	56
		SECONDARY	4010	194.0	20.7	130	\$ 313.05	77
		ADMINSTR.	7999	31.0	258.0	167	\$ 408.45	152
		TOTAL PROF	7999	447.7	17.9	104	\$ 321.32	68

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
	AVERAGE FOR 4 3 3 2	( 1 DISTRICTS)						
		ELEMENTARY	3400	134.0	25.4		\$ 310.19	
		SECONDARY	4010	194.0	20.7		\$ 313.05	
		ADMINSTR.	7999	31.0	258.0		\$ 408.45	
		TOTAL PROF	7999	447.7	17.9		\$ 321.32	
318 GRAND RAPIDS*	4 3 3 3	ELEMENTARY	2184	88.6	24.6	111	\$ 305.50	65
		SECONDARY	2761	139.1	19.8	169	\$ 342.18	46
		ADMINSTR.	5260	19.2	273.4	136	\$ 414.73	137
		TOTAL PROF	5260	289.2	18.2	82	\$ 372.02	52
423 HUTCHINSON	4 3 3 3	ELEMENTARY	986	37.0	26.6	43	\$ 337.62	21
		SECONDARY	1277	62.7	20.4	148	\$ 330.67	57
		ADMINSTR.	2469	11.0	224.5	229	\$ 391.68	204
		TOTAL PROF	2469	137.0	18.0	92	\$ 331.52	55
276 MINNETONKA	4 3 3 3	ELEMENTARY	3233	125.5	25.8	63	\$ 372.00	3
		SECONDARY	3887	157.2	24.7	4	\$ 409.72	5
		ADMINSTR.	7628	25.4	300.4	79	\$ 530.93	10
		TOTAL PROF	7628	382.5	19.9	14	\$ 401.32	3
277 MOUND	4 3 3 3	ELEMENTARY	1597	52.3	30.5	9	\$ 356.32	11
		SECONDARY	1909	83.4	22.9	41	\$ 374.76	19
		ADMINSTR.	3789	13.7	276.8	121	\$ 523.75	16
		TOTAL PROF	3789	195.2	19.4	28	\$ 384.52	9
088 NEW ULM - HANSKA	4 3 3 3	ELEMENTARY	1399	57.5	24.3	119	\$ 307.18	62
		SECONDARY	1668	92.0	18.1	260	\$ 317.20	74
		ADMINSTR.	3339	7.0	477.0	4	\$ 381.36	244
		TOTAL PROF	3339	192.5	17.3	136	\$ 317.74	72
622 NORTH ST PAUL-MAPLEWOOD	4 3 3 3	ELEMENTARY	4926	190.0	25.9	60	\$ 363.77	7
		SECONDARY	5586	255.3	21.9	72	\$ 388.00	9
		ADMINSTR.	11406	35.7	319.8	43	\$ 540.61	8
		TOTAL PROF	11406	579.3	19.7	22	\$ 393.19	6
278 ORONO*	4 3 3 3	ELEMENTARY	1151	30.0	38.4	3	\$ 344.21	17
		SECONDARY	1304	74.4	17.5	301	\$ 368.37	22
		ADMINSTR.	2643	9.2	286.3	104	\$ 529.27	11
		TOTAL PROF	2643	142.4	18.6	66	\$ 372.42	17
761 OWATONNA	4 3 3 3	ELEMENTARY	2150	86.0	25.0	95	\$ 256.36	305
		SECONDARY	2297	112.6	20.4	145	\$ 295.40	138
		ADMINSTR.	4811	13.0	370.1	20	\$ 408.58	151
		TOTAL PROF	4811	266.7	18.0	89	\$ 282.75	219



DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
256 RED WING	4 3 3 3	ELEMENTARY	1404	60.5	23.2	177	\$ 260.60	281
		SECONDARY	1999	85.3	23.4	28	\$ 280.28	214
		ADMINSTR.	3675	13.4	274.3	131	\$ 415.77	132
		TOTAL PROF	3675	201.6	18.2	79	\$ 283.70	210
535 ROCHESTER	4 3 3 3	ELEMENTARY	6578	309.0	21.3	259	\$ 320.29	39
		SECONDARY	7553	361.3	20.9	119	\$ 372.97	20
		ADMINSTR.	15372	54.8	280.5	115	\$ 460.65	46
		TOTAL PROF	15372	953.1	16.1	229	\$ 355.08	26
282 ST ANTHONY VILLAGE	4 3 3 3	ELEMENTARY	832	30.5	27.3	32	\$ 340.83	19
		SECONDARY	1144	53.8	21.2	99	\$ 386.26	10
		ADMINSTR.	2086	6.3	329.5	35	\$ 518.85	19
		TOTAL PROF	2086	113.7	18.4	76	\$ 382.67	11
197 WEST ST PAUL	4 3 3 3	ELEMENTARY	2521	92.0	27.4	30	\$ 329.07	26
		SECONDARY	3306	139.1	23.8	22	\$ 356.08	33
		ADMINSTR.	6235	19.2	324.7	41	\$ 552.85	3
		TOTAL PROF	6235	314.3	19.8	17	\$ 340.94	23
AVERAGE FOR 4 3 3 3		(12 DISTRICTS)						
		ELEMENTARY	2413	96.6	26.7		\$ 324.48	
		SECONDARY	2890	134.7	21.3		\$ 351.83	
		ADMINSTR.	5726	19.0	311.4		\$ 472.42	
		TOTAL PROF	5726	314.0	18.5		\$ 349.82	
593 CROOKSTON *	4 3 3 4	ELEMENTARY	952	49.0	19.4	318	\$ 262.51	267
		SECONDARY	1243	58.7	21.2	103	\$ 301.97	111
		ADMINSTR.	2371	8.8	268.5	147	\$ 443.73	61
		TOTAL PROF	2371	144.8	16.4	211	\$ 296.84	139
273 EDINA	4 3 3 4	ELEMENTARY	3970	139.5	28.5	25	\$ 357.98	9
		SECONDARY	5744	239.9	23.9	20	\$ 343.80	24
		ADMINSTR.	10250	42.2	243.1	198	\$ 574.82	2
		TOTAL PROF	10250	497.6	20.6	8	\$ 389.94	7
454 FAIRMONT *	4 3 3 4	ELEMENTARY	946	36.0	26.3	52	\$ 301.91	72
		SECONDARY	1320	76.8	17.2	311	\$ 293.91	145
		ADMINSTR.	2411	11.3	212.6	261	\$ 384.65	232
		TOTAL PROF	2411	148.5	16.2	220	\$ 306.52	96
413 MARSHALL *	4 3 3 4	ELEMENTARY	943	32.5	29.0	21	\$ 288.10	114
		SECONDARY	1397	88.8	15.7	370	\$ 307.46	89
		ADMINSTR.	2530	9.0	281.1	113	\$ 405.68	162
		TOTAL PROF	2530	155.6	16.3	217	\$ 311.14	87

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK	
623 ROSEVILLE	4 3 3 4	ELEMENTARY	4811	174.0	27.6	29	\$ 312.14	51	
		SECONDARY	6365	305.3	20.8	123	\$ 337.74	52	
		ADMINSTR.	11948	45.3	263.6	157	\$ 483.90	36	
		TOTAL PROF	11948	671.2	17.8	108	\$ 378.42	41	
		AVERAGE FOR 4 3 3 4 ( 5 DISTRICTS)	ELEMENTARY	2324	86.2	26.2		\$ 304.53	
		SECONDARY	3213	153.9	19.8		\$ 320.98		
		ADMINSTR.	5902	23.3	253.8		\$ 458.56		
		TOTAL PROF	5902	323.6	17.5		\$ 328.57		
271 BLOOMINGTON	4 3 3 5	ELEMENTARY	8871	327.0	27.1	35	\$ 327.88	28	
		SECONDARY	11551	476.0	24.3	10	\$ 390.06	8	
		ADMINSTR.	21718	77.9	278.7	119	\$ 529.06	12	
		TOTAL PROF	21718	1096.0	19.8	18	\$ 372.86	16	
		AVERAGE FOR 4 3 3 5 ( 4 DISTRICTS)	ELEMENTARY	3762	143.0	26.3	50	\$ 313.43	48
274 HOPKINS	4 3 3 5	SECONDARY	5018	263.0	19.1	213	\$ 358.99	30	
		ADMINSTR.	9374	39.5	237.0	207	\$ 526.71	14	
		TOTAL PROF	9374	547.4	17.1	155	\$ 360.02	24	
		AVERAGE FOR 4 3 3 5 ( 4 DISTRICTS)	ELEMENTARY	3305	133.9	24.7	110	\$ 368.63	4
		SECONDARY	4606	230.4	20.0	163	\$ 440.99	3	
280 RICHFIELD	4 3 3 5	ADMINSTR.	8457	32.0	264.3	155	\$ 587.96	1	
		TOTAL PROF	8457	483.3	17.5	122	\$ 423.57	2	
		AVERAGE FOR 4 3 3 5 ( 4 DISTRICTS)	ELEMENTARY	3478	166.0	21.0	273	\$ 392.10	1
		SECONDARY	4253	200.0	21.3	96	\$ 453.45	2	
		ADMINSTR.	8315	30.2	275.3	126	\$ 551.31	4	
283 ST LOUIS PARK	4 3 3 5	TOTAL PROF	8315	504.3	16.5	204	\$ 430.97	1	
		AVERAGE FOR 4 3 3 5 ( 4 DISTRICTS)	ELEMENTARY	4854	192.5	24.8		\$ 350.51	
		SECONDARY	6357	292.4	21.2		\$ 410.88		
		ADMINSTR.	11966	44.9	263.8		\$ 548.76		
		TOTAL PROF	11966	657.8	17.7		\$ 396.85		
709 DULUTH	5 3 2 4	ELEMENTARY	8670	341.6	25.4	77	\$ 311.20	53	
		SECONDARY	10555	462.4	22.8	44	\$ 323.34	66	
		ADMINSTR.	20598	79.4	259.4	163	\$ 437.59	68	
		TOTAL PROF	20598	1084.4	19.0	47	\$ 326.38	60	
		AVERAGE FOR 5 3 2 4 ( 1 DISTRICTS)	ELEMENTARY	8670	341.6	25.4		\$ 311.20	
		SECONDARY	10555	462.4	22.8		\$ 323.34		
		ADMINSTR.	20598	79.4	259.4		\$ 437.59		
		TOTAL PROF	20598	1084.4	19.0		\$ 326.38		

DISTRICT NAME	TYPE OF DISTRICT		ENROLLMENT	FTE TEACHERS OR STAFF	PUPIL/ (TEACHER OR STAFF) RATIO	RANK	AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY	RANK
001 MINNEAPOLIS*	5 3 3 4							
		ELEMENTARY	22467	904.1	24.8	104	\$ 346.49	16
		SECONDARY	26775	1205.4	22.2	60	\$ 380.20	15
		ADMINSTR.	53434	341.3	156.6	356	\$ 490.11	30
		TOTAL PROF	53434	3343.1	16.0	245	\$ 381.62	12
	AVERAGE FOR 5 3 3 4	( 1 DISTRICTS)						
		ELEMENTARY	22467	904.1	24.8		\$ 346.49	
		SECONDARY	26775	1205.4	22.2		\$ 380.20	
		ADMINSTR.	53434	341.3	156.6		\$ 490.11	
		TOTAL PROF	53434	3343.1	16.0		\$ 381.62	
625 ST PAUL	5 3 3 5							
		ELEMENTARY	16620	725.0	22.9	185	\$ 333.35	24
		SECONDARY	20549	846.5	24.3	9	\$ 376.39	18
		ADMINSTR.	40358	215.4	187.4	299	\$ 516.55	20
		TOTAL PROF	40358	2405.7	16.8	177	\$ 373.93	15
	AVERAGE FOR 5 3 3 5	( 1 DISTRICTS)						
		ELEMENTARY	16620	725.0	22.9		\$ 333.35	
		SECONDARY	20549	846.5	24.3		\$ 376.39	
		ADMINSTR.	40358	215.4	187.4		\$ 516.55	
		TOTAL PROF	40358	2405.7	16.8		\$ 373.93	

380

455

456

1974-1975 TOTAL FULL-TIME EQUIVALENCY (FTE)  
PROFESSIONAL STAFF PER 1000 STUDENTS BY  
REGION, STATE AND SCHOOL DISTRICT

### INTRODUCTION

The 1974-1975 numerical staffing adequacy (NSA) for the total full time equivalency (FTE) professional staff per 1000 students in each Minnesota public school district is presented by type of district (see definitions), by region and for the state in the following tables. Table 1 presents the numerical staffing adequacy ratio for each region and for the state. Table 2 depicts the numerical staffing adequacy ratio by school district. The following definitions are provided for interpretation of the terms, parameters and data in the tables.

### DATA SOURCES AND DEFINITIONS

#### Data Sources

1974-75 Fall Enrollment: Minnesota State Department of Education  
School District Fall Reports (F23-5)

1974-75 Adjusted Maintenance Cost per pupil unit: Minnesota State  
Department of Education

1974-75 EARC (Equalization Aid Review Committee) valuation per  
pupil unit: Minnesota Department of Education

1974-75 Personnel Data: Minnesota State Department of Education

Enrollment Trends (1970-71 to 1974-75): This is the percentage  
change in enrollments from the October 1, 1970 to October 1,  
1974 data taken from the State Department of Education  
School District Fall Reports (F23-5).

## Definitions

Type of District: Each school district has been classified by a four-digit number (e.g. 1 3 1 3). Each digit represents the following:

a. First digit = District size:

- 1 = 0-299 students enrolled
- 2 = 300-799 students enrolled
- 3 = 800-1799 students enrolled
- 4 = 1800 plus students enrolled
- 5 = enrollment in the Cities of the first class school districts

b. Second digit = Adjusted Maintenance Cost per pupil unit:

- 1 = \$0-749
- 2 = \$750-949
- 3 = \$950 plus

c. Third digit = 1974-75 EARC valuation per pupil unit:

- 1 = \$0-7999
- 2 = \$8000-15999
- 3 = \$16000 plus

d. Fourth digit = 1970-71 to 1974-75 enrollment trend:

- 1 = 10% or more growth
- 2 = 6% to 9% growth
- 3 = 5% growth to 5% decline
- 4 = 6% to 9% decline
- 5 = 10% or more decline

NSA Rank: This is the numerical staffing adequacy (NSA) ranking of total full time professional staff per 1000 students.

Table 1: This is the order of the numerical staffing adequacy ratio in the regions and the state. A ranking of 1 indicates the greatest number of total full time equivalency staff per 1000 students, whereas 12 indicates the fewest number of total full time equivalency staff per 1000 students.

Table 2: This is the order of the school districts numerical staffing adequacy ratios. The ranking is from 1 to 436; 436 being the school district with the fewest total full time equivalency (FTE) professional staff per 1000 students and 1 being the school district with the most full time equivalency (FTE) professional staff per 1000 students.

Average weekly salary: These salaries are the average salaries for the total full time equivalency (FTE) professional staff in the school district, region or state.

Salary Rank: This is the ranking of average weekly salaries.

Table 1: This is the order of the salaries by region and state ranging from 1 being the highest weekly salary to 12, the lowest weekly salary.

Table 2: This is the order of the average salaries by school district. The ranking is from 1 to 436; 1 is the highest average weekly salary and 436, the lowest average weekly salary.

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Insert Table 1 Here

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Insert Table 2 Here

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SCHOOL DISTRICTS WITH FEWER TOTAL FULL TIME  
EQUIVALENCY (FTE) PROFESSIONAL STAFF PER 1000 STUDENTS  
THAN THE STATE AVERAGE (57/1000)

The following information was gleaned from Table 2. This information concerns those school districts with fewer total full time equivalency professional staff per 1000 students than the state average which is 57/1000. These school districts have an asterisk by the district name in Table 1.

School District Size. The percentage of these school districts in each size category is as follows:

<u>SIZE</u>	<u>NUMBER</u>	<u>% OF TOTAL IN SIZE CATEGORY</u>
0-299	0	0
300-799	13	8%
800-1799	36	29%
1800 plus	68	72%
Cities of the First Class	1	33%

Enrollment Trend. The percentage of these school districts in each enrollment trend category is as follows:

<u>ENROLLMENT TREND</u>	<u>NUMBER</u>	<u>% OF TOTAL IN ENROLLMENT TREND CATEGORY</u>
10% or more growth	34	58%
6% to 9% growth	16	48%
5% growth to 5% decline	50	30%
6% to 9% decline	10	13%
10% or more decline	8	8%

Summary. The following statements can be made about the above information:

- . 55% of the growth district have fewer total full time equivalency (FTE) professional staff per 1000 students than the state average (57/1000).
- . 10% of the declining districts have fewer total full time equivalency (FTE) professional staff per 1000 students than the state average (57/1000).
- . 70% of the districts with 1800 or more students have fewer total full time equivalency (FTE) professional staff per 1000 students than the state average (57/1000)



TABLE 1

DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVERAGE WEEKLY SALARY	SALARY RANK
REGION 01		64.49	2	\$ 284.27	12
REGION 02		59.82	5	\$ 288.26	9
REGION 03		56.26	10	\$ 333.05	2
REGION 04		59.44	6	\$ 295.26	6
REGION 05		58.81	8	\$ 295.38	5
REGION 06		63.68	3	\$ 287.26	10
REGION 07		54.98	11	\$ 294.91	7
REGION 08		64.86	1	\$ 286.08	11
REGION 09		61.32	4	\$ 292.41	8
REGION 10		59.34	7	\$ 301.26	4
REGION 11		54.34	12	\$ 354.56	1
STATE		56.99	9	\$ 324.49	3

TABLE 2

DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVERAGE WEEKLY SALARY	SALARY RANK
543 DEER CREEK	1 3 1 3	71.55	70	\$ 283.41	213
440 MIDDLE RIVER	1 3 1 5	86.14	11	\$ 283.81	209
597 ERSKINE	1 3 2 2	62.63	189	\$ 293.81	155
306 LAPORTE	1 3 2 2	66.78	125	\$ 265.36	331
301 AKELEY	1 3 2 3	75.92	41	\$ 280.93	231
676 BADGER	1 3 2 3	59.66	259	\$ 259.49	356
262 BARRETT	1 3 2 3	91.11	6	\$ 271.59	289
570 FINLAYSON	1 3 2 3	66.88	123	\$ 259.65	355
523 GARY	1 3 2 3	71.45	72	\$ 284.24	206
232 PETERSON	1 3 2 3	66.37	131	\$ 272.10	285
209 KENSINGTON	1 3 2 4	81.53	18	\$ 260.96	348
261 ASHBY	1 3 2 5	67.32	118	\$ 249.55	399
561 GOODRIDGE	1 3 2 5	92.72	5	\$ 235.33	418
418 RUSSELL	1 3 2 5	66.90	122	\$ 265.40	330
444 STRANDQUIST	1 3 2 5	87.92	8	\$ 220.22	433
615 VILLARD	1 3 2 5	63.64	169	\$ 270.39	297
114 BACKUS	1 3 3 1	70.24	86	\$ 237.88	417
158 GONVICK	1 3 3 1	65.19	140	\$ 274.59	271
303 NEVIS	1 3 3 2	74.50	49	\$ 286.07	197
436 ALVARADO	1 3 3 3	67.62	111	\$ 269.85	301
057 BEARDSLEY	1 3 3 3	74.75	46	\$ 242.79	411
453 EAST CHAIN	1 3 3 3	75.42	43	\$ 245.94	408
524 HALSTAD	1 3 3 3	67.87	105	\$ 257.08	373
415 LYND	1 3 3 3	75.41	44	\$ 233.35	424
604 MENTOR	1 3 3 3	82.70	15	\$ 240.60	414
635 MILROY	1 3 3 3	79.23	23	\$ 257.01	374
328 SIOUX VALLEY	1 3 3 3	79.96	21	\$ 289.09	184
631 BELVIEW	1 3 3 4	67.50	113	\$ 240.49	415
522 BORUP	1 3 3 4	90.27	7	\$ 254.56	382
592 CLIMAX - SHELLEY	1 3 3 4	74.73	47	\$ 278.97	248
611 CYRUS	1 3 3 4	81.23	19	\$ 268.00	308
896 WOOD LAKE	1 3 3 4	77.05	33	\$ 261.66	345
371 BELLINGHAM	1 3 3 5	83.47	13	\$ 263.73	338
451 CEYLON	1 3 3 5	83.83	12	\$ 254.22	384
218 DELAVAN	1 3 3 5	77.02	34	\$ 253.25	388
893 ECHO	1 3 3 5	77.44	32	\$ 230.25	428
243 EMMONS	1 3 3 5	77.59	29	\$ 219.48	434
208 EVANSVILLE	1 3 3 5	69.39	92	\$ 283.58	211
650 FRANKLIN	1 3 3 5	76.17	36	\$ 264.81	332
220 FROST	1 3 3 5	101.09	4	\$ 298.91	127
525 HENDRUM - PERLEY	1 3 3 5	74.27	50	\$ 281.25	230
352 HUMBOLDT	1 3 3 5	118.42	1	\$ 268.95	304
354 KENNEDY	1 3 3 5	60.63	235	\$ 349.55	28
356 LANCASTER	1 3 3 5	70.22	87	\$ 259.77	353
669 MAGNOLIA	1 3 3 5	83.25	14	\$ 227.39	430
376 MARIETTA	1 3 3 5	108.35	2	\$ 210.81	436
326 OKABENA	1 3 3 5	86.90	10	\$ 279.11	247
516 ROUND LAKE	1 3 3 5	68.36	101	\$ 261.60	346
408 VERDI	1 3 3 5	108.30	3	\$ 222.54	432
821 MENAHEGA *	2 2 1 1	53.33	379	\$ 222.14	434
333 OGILVIE	2 2 1 1				

DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVERAGE WEEKLY SALARY	SALARY RANK
786 BERTHA - HEWITT	2 2 1 3	57.37	307	\$ 268.65	306
801 BROWNS VALLEY	2 2 1 4	57.94	294	\$ 230.42	427
021 AUDUBON *	2 2 2 1	53.05	385	\$ 244.74	410
402 HENDRICKS	2 2 2 1	62.30	200	\$ 282.64	220
424 LESTER PRAIRIE	2 2 2 1	66.42	129	\$ 272.99	277
550 UNDERWOOD	2 2 2 1	54.86	357	\$ 267.35	314
207 BRANDON	2 2 2 3	58.33	283	\$ 263.48	341
678 GREENBUSH	2 2 2 3	57.67	300	\$ 289.11	183
791 GREY EAGLE	2 2 2 3	64.61	148	\$ 262.97	342
545 HENNING	2 2 2 3	57.46	306	\$ 290.74	173
783 KERKHOVEN *	2 2 2 3	52.97	386	\$ 256.45	376
628 PLUMMER	2 2 2 3	64.02	160	\$ 259.12	361
409 TYLER	2 2 2 3	63.20	178	\$ 271.32	292
768 HANCOCK	2 2 2 4	60.00	250	\$ 258.32	365
404 LAKE BENTON	2 2 2 4	66.33	133	\$ 232.78	425
603 MC INTOSH	2 2 2 4	70.69	82	\$ 286.50	196
763 MEDFORD *	2 2 2 4	54.98	354	\$ 280.73	233
238 MABEL - CANTON	2 2 2 5	59.67	258	\$ 284.71	205
638 SANBORN	2 2 3 1	62.14	204	\$ 234.95	419
542 BATTLE LAKE	2 2 3 2	57.85	297	\$ 285.05	201
245 GLENVILLE	2 2 3 3	58.24	287	\$ 279.66	240
830 JAMESVILLE *	2 2 3 3	56.35	324	\$ 303.07	110
175 WESTBROOK	2 2 3 3	60.25	242	\$ 280.38	235
297 SPRING GROVE *	2 2 3 4	48.20	433	\$ 371.31	18
060 GRACEVILLE	2 2 3 5	63.34	174	\$ 265.77	326
447 GRYGLA-GATZKE	2 3 1 1	70.98	77	\$ 277.63	255
362 LITTLEFORK	2 3 1 2	63.75	167	\$ 262.61	343
690 WARROAD	2 3 1 2	57.24	314	\$ 255.97	379
566 ASKOV	2 3 1 3	59.16	268	\$ 312.52	86
694 BUHL	2 3 1 3	58.52	279	\$ 313.04	85
784 CLARISSA	2 3 1 3	72.89	61	\$ 267.35	313
002 HILL CITY	2 3 1 3	73.31	57	\$ 245.51	409
036 KELLIHER	2 3 1 3	72.09	63	\$ 246.79	407
487 UPSALA	2 3 1 3	71.95	65	\$ 288.74	187
818 VERNDALE	2 3 1 3	61.94	209	\$ 257.23	370
790 EAGLE BEND	2 3 1 4	70.79	79	\$ 278.50	250
486 SWANVILLE	2 3 1 4	64.36	154	\$ 303.18	108
045 CROMWELL	2 3 1 5	73.51	52	\$ 283.32	214
147 DILWORTH	2 3 1 5	64.54	149	\$ 303.77	104
363 SOUTH KOOCHICHING-R R	2 3 1 5	82.41	16	\$ 251.92	393
787 BROWERVILLE	2 3 2 1	58.91	273	\$ 273.73	273
734 HENDERSON	2 3 2 1	63.48	171	\$ 264.92	299
806 ELGIN - WILLIAMVILLE	2 3 2 2	63.05	181	\$ 231.24	426
140 TAYLORS FALLS	2 3 2 2	61.88	211	\$ 253.97	387
736 BELGRADE	2 3 2 3	62.26	201	\$ 288.90	186
737 BROOKTON	2 3 2 3	63.98	161	\$ 292.94	160
202 DODGE CENTER	2 3 2 3	57.01	317	\$ 304.02	102
599 FERTILE - BELTRAMI	2 3 2 3	60.58	237	\$ 288.44	191
150 HAWLEY *	2 3 2 3	55.55	343	\$ 313.66	82
265 HOFFMAN	2 3 2 3	79.78	22	\$ 259.21	360
244 HOUSTON *	2 3 2 3	54.44	362	\$ 290.46	175

DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVERAGE WEEKLY SALARY	SALARY RANK
473 ISLE	2 3 2 3	64.94	145	\$ 295.34	146
353 KARLSTAD	2 3 2 3	63.18	179	\$ 257.12	372
024 LAKE PARK	2 3 2 3	65.04	143	\$ 270.45	296
809 MAZEPPA	2 3 2 3	72.08	64	\$ 273.14	276
657 MORRISTOWN	2 3 2 3	57.91	295	\$ 264.28	336
483 MOTLEY	2 3 2 3	62.32	198	\$ 251.95	392
627 OKLEE	2 3 2 3	61.28	223	\$ 299.08	126
213 OSAKIS *	2 3 2 3	55.60	341	\$ 309.97	90
442 OSLO	2 3 2 3	64.44	152	\$ 279.60	242
630 RED LAKE FALLS	2 3 2 3	59.73	256	\$ 252.87	390
485 ROYALTON *	2 3 2 3	53.08	384	\$ 234.40	421
234 RUSHFORD	2 3 2 3	59.43	264	\$ 241.19	413
576 SANDSTONE	2 3 2 3	64.32	156	\$ 297.37	135
425 SILVER LAKE	2 3 2 3	68.12	103	\$ 284.05	208
577 WILLOW RIVER	2 3 2 3	58.25	286	\$ 267.31	315
100 WHENSHALL	2 3 2 3	66.67	127	\$ 298.37	129
236 WYKOFF	2 3 2 3	67.35	117	\$ 283.43	212
464 GROVE CITY	2 3 2 4	62.45	195	\$ 256.53	375
403 IVANHOE	2 3 2 4	82.34	17	\$ 251.19	394
097 MOOSE LAKE	2 3 2 4	60.76	230	\$ 280.16	236
233 PRESTON - FOUNTAIN	2 3 2 4	59.47	261	\$ 313.90	81
229 LANESBORO	2 3 2 5	78.88	24	\$ 285.88	198
614 STARBUCK	2 3 2 5	63.06	180	\$ 302.98	111
526 TWIN VALLEY	2 3 2 5	71.83	69	\$ 281.26	229
726 BECKER	2 3 3 1	63.54	170	\$ 277.77	254
646 BIRD ISLAND	2 3 3 2	73.33	55	\$ 280.53	234
341 ATWATER	2 3 3 3	60.40	241	\$ 288.60	188
513 BREWSTER	2 3 3 3	69.57	91	\$ 286.57	195
217 BRICELYN	2 3 3 3	63.80	165	\$ 249.85	398
421 BROWNTON	2 3 3 3	68.72	98	\$ 228.97	429
126 CLARA CITY	2 3 3 3	64.78	146	\$ 249.36	401
201 CLAREMONT	2 3 3 3	71.08	75	\$ 249.46	400
892 CLARKFIELD	2 3 3 3	57.34	309	\$ 290.44	176
161 CLEARBROOK	2 3 3 3	71.92	66	\$ 302.76	112
391 CLEVELAND	2 3 3 3	66.41	130	\$ 259.69	354
648 DANUBE	2 3 3 3	77.67	28	\$ 287.13	194
244 FREEBORN	2 3 3 3	65.05	142	\$ 260.05	352
078 GARDEN CITY	2 3 3 3	67.44	116	\$ 227.09	431
253 GOODHUE	2 3 3 3	62.60	190	\$ 279.85	237
323 HERON LAKE	2 3 3 3	58.12	290	\$ 260.44	351
499 LE ROY - OSTRANDER	2 3 3 3	63.78	166	\$ 263.65	340
497 LYLE	2 3 3 3	70.75	80	\$ 249.35	402
636 MORGAN	2 3 3 3	66.30	134	\$ 249.98	397
441 NEWFOLDEN	2 3 3 3	80.86	20	\$ 277.04	260
116 PILLAGER	2 3 3 3	64.20	158	\$ 250.61	396
195 RANDOLPH	2 3 3 3	60.54	239	\$ 263.70	339
118 REMER	2 3 3 3	60.48	240	\$ 254.35	383
708 TOWER - SOUDAN	2 3 3 3	58.91	274	\$ 331.72	53
913 WALDORF - PEMBERTON	2 3 3 3	61.92	210	\$ 289.03	185
079 AMBOY - GOOD THUNDER	2 3 3 4	71.24	74	\$ 234.90	420
852 CAMPBELL - TINTAH	2 3 3 4	73.43	53	\$ 303.10	109

DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVERAGE WEEKLY SALARY	SALARY RANK
058 CLINTON	2 3 3 4	67.81	107	\$ 281.74	226
412 COTTONWOOD	2 3 3 4	60.57	238	\$ 279.24	245
762 ELLENOALE - GENEVA	2 3 3 4	62.21	203	\$ 275.17	269
649 FAIRFAX	2 3 3 4	73.42	54	\$ 241.22	412
600 FISHER	2 3 3 4	60.11	244	\$ 285.41	199
698 FLOODWOOD *	2 3 3 4	50.02	425	\$ 268.73	305
228 HARMONY	2 3 3 4	62.23	202	\$ 250.77	395
651 HECTOR	2 3 3 4	62.75	186	\$ 287.57	193
264 HERMAN	2 3 3 4	72.77	62	\$ 295.54	145
671 HILLS - BEAVER CREEK	2 3 3 4	61.46	221	\$ 253.03	389
633 LAMBERTON	2 3 3 4	68.89	97	\$ 276.62	264
652 MORTON	2 3 3 4	66.10	137	\$ 255.78	380
173 MOUNTAIN LAKE	2 3 3 4	71.84	68	\$ 292.32	164
654 RENVILLE	2 3 3 4	68.52	99	\$ 294.21	151
655 SACRED HEART	2 3 3 4	76.35	35	\$ 294.45	150
443 STEPHEN	2 3 3 4	77.53	31	\$ 261.30	347
178 STORDEN - JEFFERS	2 3 3 4	76.07	39	\$ 258.45	363
075 ST CLAIR	2 3 3 4	67.01	121	\$ 287.62	192
258 WANAMINGO	2 3 3 4	70.51	83	\$ 267.15	316
459 WELCOME	2 3 3 4	67.69	110	\$ 284.17	207
521 ADA	2 3 3 5	69.13	94	\$ 303.19	107
242 ALDEN	2 3 3 5	63.41	173	\$ 252.44	391
437 ARGYLE	2 3 3 5	74.60	48	\$ 266.09	325
411 BALATON	2 3 3 5	73.33	56	\$ 260.77	350
647 BUFFALO LAKE	2 3 3 5	76.03	40	\$ 267.53	312
836 BUTTERFIELD	2 3 3 5	77.98	26	\$ 247.72	404
918 CHANDLER - LAKE WILSON	2 3 3 5	70.18	88	\$ 256.00	378
771 CHOKIO - ALBERTA	2 3 3 5	74.93	45	\$ 275.46	267
091 COMFREY	2 3 3 5	73.02	60	\$ 277.39	257
461 COSMOS	2 3 3 5	68.03	104	\$ 272.98	278
581 EDGERTON	2 3 3 5	86.93	9	\$ 260.82	349
263 ELBOW LAKE	2 3 3 5	62.12	207	\$ 307.20	94
514 ELLSWORTH	2 3 3 5	63.05	182	\$ 274.28	272
214 ELMORE	2 3 3 5	76.10	38	\$ 273.16	275
733 GIBBON	2 3 3 5	70.74	81	\$ 276.71	263
460 GRANADA - HUNTLEY	2 3 3 5	67.73	109	\$ 276.28	265
495 GRAND MEADOW	2 3 3 5	68.97	96	\$ 279.57	243
351 HALLOCK	2 3 3 5	66.18	135	\$ 285.06	200
582 JASPER *	2 3 3 5	55.59	342	\$ 309.18	91
222 KIESTER - WALTERS	2 3 3 5	66.10	136	\$ 257.12	371
325 LAKEFIELD	2 3 3 5	73.25	58	\$ 304.25	101
070 LAKE CRYSTAL	2 3 3 5	69.82	89	\$ 276.95	261
072 MAPLETON	2 3 3 5	64.34	155	\$ 298.73	128
127 MAYNARD	2 3 3 5	75.83	42	\$ 265.71	328
128 MILAN	2 3 3 5	71.46	71	\$ 272.80	280
414 MINNEOTA	2 3 3 5	68.52	100	\$ 282.85	217
223 MINNESOTA LAKE	2 3 3 5	77.74	27	\$ 247.46	405
732 MURDOCK	2 3 3 5	70.48	85	\$ 265.74	327
827 NEW RICHLAND-HARTLAND	2 3 3 5	57.61	303	\$ 301.72	116
507 NICULLET	2 3 3 5	77.56	30	\$ 265.69	329
346 RAYMOND	2 3 3 5	70.50	84	\$ 271.79	280

DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVFRAGE WEEKLY SALARY	SALARY RANK
850 ROTHSAV	2 3 3 5	63.83	164	\$ 270.83	293
584 RUTHYON	2 3 3 5	78.05	25	\$ 259.27	358
456 SHERBURN	2 3 3 5	66.79	124	\$ 278.40	251
426 STEWART	2 3 3 5	70.96	78	\$ 266.55	319
457 TRIMONT	2 3 3 5	76.11	37	\$ 297.81	131
458 TRUMAN	2 3 3 5	62.46	193	\$ 257.76	367
914 ULEN - MITTERDAL	2 3 3 5	74.14	51	\$ 266.10	324
641 WALNUT GROVE	2 3 3 5	61.83	212	\$ 233.93	423
205 WEST CONCORD	2 3 3 5	67.50	114	\$ 264.56	335
225 WINNEBAGO	2 3 3 5	62.75	187	\$ 254.05	386
735 WINTHROP	2 3 3 5	71.85	67	\$ 277.34	258
032 BLACKDUCK	3 2 1 2	61.40	222	\$ 234.25	422
038 RED LAKE	3 2 1 2	66.76	126	\$ 272.59	282
553 NEW YORK MILLS	3 2 1 3	58.61	278	\$ 291.95	165
820 SHAWKA *	3 2 1 3	51.88	407	\$ 278.25	252
727 BLUE LAKE *	3 2 2 1	55.54	344	\$ 279.79	238
466 DASSEL - COKATO *	3 2 2 1	55.34	351	\$ 293.99	153
879 DELANO *	3 2 2 1	56.06	330	\$ 257.75	368
717 JORDAN	3 2 2 1	54.98	356	\$ 259.25	359
883 ROCKFORD *	3 2 2 1	53.28	380	\$ 258.80	362
716 BELLE PLAINE	3 2 2 2	58.07	292	\$ 255.69	381
531 BYRON	3 2 2 2	52.50	394	\$ 272.43	283
573 MINCKLEY *	3 2 2 2	55.98	331	\$ 281.66	227
792 LONG PRAIRIE	3 2 2 2	58.53	288	\$ 318.48	71
484 PIERZ *	3 2 2 2	53.76	373	\$ 282.86	216
534 STEWARTVILLE	3 2 2 2	59.35	266	\$ 271.91	287
162 BAGLEY *	3 2 2 3	55.94	334	\$ 303.98	103
252 CANNON FALLS *	3 2 2 3	54.07	368	\$ 338.69	40
227 CHATFIELD	3 2 2 3	60.15	243	\$ 299.21	125
533 DOVER - EYOTA	3 2 2 3	59.82	254	\$ 289.25	182
099 ESKO *	3 2 2 3	50.74	416	\$ 302.46	113
023 FRAZEE - VERGAS	3 2 2 3	57.94	293	\$ 275.37	268
739 KIMBALL	3 2 2 3	58.46	281	\$ 238.97	416
300 LA CRESCENT *	3 2 2 3	53.91	370	\$ 258.36	364
004 MC GREGOR	3 2 2 3	58.48	280	\$ 256.28	377
578 PINE CITY	3 2 2 3	53.86	372	\$ 282.41	223
117 PINE RIVER *	3 2 2 3	57.49	305	\$ 272.76	281
435 WAUBUN	3 2 2 3	69.04	95	\$ 296.01	142
001 AITKIN	3 2 2 4	57.28	312	\$ 291.45	167
062 OPTONVILLE	3 2 2 4	58.99	272	\$ 295.03	148
876 ANNANDALE	3 2 3 1	49.13	427	\$ 257.40	369
394 MONTGOMERY - LONSDALE	3 2 3 1	57.27	313	\$ 248.94	403
186 PEQUOT LAKES *	3 2 3 1	50.85	414	\$ 295.09	147
119 WALKER *	3 2 3 2	56.32	325	\$ 293.63	156
203 MAYFIELD *	3 2 3 3	54.84	359	\$ 317.31	74
548 PELICAN RAPIDS *	3 2 3 4	52.77	389	\$ 268.38	307
095 SPRINGFIELD	3 2 3 4	59.06	270	\$ 291.44	168
784 APPLETON	3 2 3 5	67.81	106	\$ 218.94	435
885 ST MICHAEL - ALBERTVILLE	3 3 1 1	57.73	298	\$ 258.10	366
738 HOLDINGFORD	3 3 1 3	67.07	120	\$ 246.97	406
793 STAPLES	3 3 1 3	67.07	120	\$ 246.97	406

DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVERAGE WEEKLY SALARY	SALARY RANK
091 BARNUM	3 3 1 4	57.13	316	\$ 254.11	385
696 ELY	3 3 1 4	59.15	269	\$ 337.06	48
692 BABBITT	3 3 1 5	57.36	308	\$ 345.15	35
699 GILBERT	3 3 1 5	61.27	224	\$ 322.14	65
319 NASHWAUK - KEEWATIN	3 3 1 5	63.22	175	\$ 316.97	76
463 EDEN VALLEY - WATKINS	3 3 2 1	63.98	162	\$ 276.77	262
342 LE CENTER	3 3 2 1	60.07	247	\$ 306.17	97
881 MAPLE LAKE	3 3 2 1	65.02	144	\$ 284.91	203
480 ONAMIA	3 3 2 1	52.47	395	\$ 264.79	334
255 PINE ISLAND	3 3 2 1	61.03	227	\$ 302.09	114
748 SARTELL	3 3 2 1	60.02	249	\$ 313.17	83
111 WATERTOWN - MAYER	3 3 2 1	63.71	168	\$ 307.01	95
813 LAKE CITY*	3 3 2 2	56.31	326	\$ 271.49	291
393 LE SUEUR *	3 3 2 2	53.13	383	\$ 291.56	166
345 NEW LONDON	3 3 2 2	60.11	245	\$ 284.87	204
547 PARKERS PRAIRIE	3 3 2 2	60.96	229	\$ 267.05	317
745 ALBANY *	3 3 2 3	55.79	338	\$ 278.13	253
693 BIWABIK*	3 3 2 3	56.75	321	\$ 325.32	62
314 BRAHAM	3 3 2 3	57.33	310	\$ 271.58	290
093 CARLTON	3 3 2 3	59.82	255	\$ 303.42	106
182 CROSBY - IRONTON *	3 3 2 3	55.74	339	\$ 282.41	222
317 DEER RIVER*	3 3 2 3	55.82	337	\$ 339.02	39
880 HOWARD LAKE	3 3 2 3	67.57	112	\$ 263.73	337
204 KASSON - MANTORVILLE *	3 3 2 3	56.77	320	\$ 266.98	318
741 PAYNESVILLE *	3 3 2 3	51.84	408	\$ 275.58	266
549 PERHAM	3 3 2 3	57.50	304	\$ 308.96	92
810 PLAINVIEW	3 3 2 3	62.36	196	\$ 281.81	225
637 REDWOOD FALLS	3 3 2 3	58.09	291	\$ 297.57	134
139 RUSH CITY*	3 3 2 3	56.21	328	\$ 303.68	105
743 SAUK CENTRE	3 3 2 3	63.04	183	\$ 289.64	180
237 SPRING VALLEY*	3 3 2 3	56.89	319	\$ 259.36	357
811 WABASHA	3 3 2 3	65.45	139	\$ 267.95	309
819 WADENA	3 3 2 3	61.58	218	\$ 266.22	323
177 WINDOM	3 3 2 3	58.80	276	\$ 308.56	93
277 CALEDONIA	3 3 2 4	63.20	171	\$ 304.42	100
601 FOSSTON	3 3 2 4	64.53	150	\$ 290.66	174
612 GLENWOOD	3 3 2 4	58.31	235	\$ 338.36	44
390 LAKE OF THE WOODS	3 3 2 4	60.09	241	\$ 295.58	144
432 MAHNOMEN	3 3 2 4	64.76	147	\$ 301.77	115
769 MORRIS	3 3 2 4	58.14	289	\$ 297.67	132
682 ROSEAU	3 3 2 4	66.53	128	\$ 274.77	270
858 ST CHARLES	3 3 2 4	62.64	188	\$ 304.70	98
777 BENSON	3 3 2 5	61.81	213	\$ 317.07	75
645 CHISHOLM	3 3 2 5	68.15	102	\$ 352.03	27
697 EVELETH *	3 3 2 5	50.14	422	\$ 317.65	73
703 MOUNTAIN IRON	3 3 2 5	71.37	73	\$ 376.31	13
583 PIPESTONE	3 3 2 5	63.21	176	\$ 313.98	80
504 SLAYTON	3 3 2 5	59.45	262	\$ 277.27	259
505 FULDA	3 3 3 1	62.34	197	\$ 314.16	78
640 WAHAGSO *	3 3 3 1	69.36	93	\$ 278.67	249
110 WACONIA	3 3 3 1	52.46	396	\$ 338.37	43



DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVERAGE WEEKLY SALARY	SALARY RANK
145 GLYNDON - FELTON	3 3 3 2	58.71	277	\$ 270.03	298
511 ADRIAN	3 3 3 3	64.39	153	\$ 283.31	215
146 BARNESVILLE *	3 3 3 3	65.26	364	\$ 296.43	141
216 BLUE EARTH	3 3 3 3	65.57	219	\$ 327.26	59
846 BRECKENRIDGE	3 3 3 3	61.78	214	\$ 313.17	84
115 CASS LAKE	3 3 3 3	73.13	59	\$ 297.30	138
732 GAYLORD	3 3 3 3	55.49	346	\$ 290.01	179
422 GLENCOE	3 3 3 3	59.93	252	\$ 301.00	119
254 KENYON	3 3 3 3	59.86	253	\$ 277.61	256
857 LEWISTON *	3 3 3 3	55.98	332	\$ 290.78	172
108 NORWOOD - YOUNG AMERICA	3 3 3 3	57.88	296	\$ 295.99	143
653 OLIVIA	3 3 3 3	60.60	236	\$ 297.58	133
084 SLEEPY EYE	3 3 3 3	59.29	267	\$ 266.28	321
417 TRACY	3 3 3 3	64.29	157	\$ 272.06	286
395 WATERVILLE	3 3 3 3	62.45	194	\$ 293.51	157
731 ARLINGTON	3 3 3 4	59.06	271	\$ 266.46	320
756 BLOOMING PRAIRIE	3 3 3 4	62.59	191	\$ 297.36	137
166 COOK COUNTY	3 3 3 4	61.25	225	\$ 318.87	70
324 JACKSON *	3 3 3 4	65.08	141	\$ 282.77	218
670 LUVEN *	3 3 3 4	56.52	322	\$ 292.71	161
377 MADISON	3 3 3 4	64.16	159	\$ 290.91	171
500 SOUTHLAND	3 3 3 4	71.04	76	\$ 281.94	224
840 ST JAMES	3 3 3 4	61.03	228	\$ 288.52	190
446 WARREN	3 3 3 4	63.85	163	\$ 293.33	158
260 ZUMBROTA	3 3 3 4	67.78	108	\$ 299.96	124
891 CANBY	3 3 3 5	60.65	234	\$ 270.78	294
378 DAWSON	3 3 3 5	64.48	151	\$ 311.01	88
275 GOLDEN VALLEY *	3 3 3 5	56.97	318	\$ 386.77	8
894 GRANITE FALLS	3 3 3 5	62.13	206	\$ 314.12	79
837 MADEIRA	3 3 3 5	67.48	115	\$ 293.09	159
224 WELLS	3 3 3 5	67.17	119	\$ 267.67	310
803 WHEATON	3 3 3 5	65.97	138	\$ 269.90	300
912 MILACA *	4 2 1 3	52.28	398	\$ 300.83	120
011 ANOKA *	4 2 2 1	48.39	430	\$ 293.99	154
141 CHISAGO LAKES *	4 2 2 1	55.73	340	\$ 267.54	311
750 COLD SPRING - RICHMOND *	4 2 2 1	51.22	411	\$ 281.54	228
728 ELK RIVER *	4 2 2 1	51.24	410	\$ 323.19	64
192 FARMINGTON *	4 2 2 1	52.08	400	\$ 264.79	333
831 FOREST LAKE *	4 2 2 1	51.14	412	\$ 273.45	274
194 LAKEVILLE *	4 2 2 1	54.10	367	\$ 272.84	279
740 MELROSE *	4 2 2 1	56.27	327	\$ 289.31	181
721 NEW PRAGUE *	4 2 2 1	50.05	424	\$ 279.49	244
138 NORTH BRANCH *	4 2 2 1	46.63	436	\$ 269.34	302
196 ROSEMOUNT *	4 2 2 1	48.22	432	\$ 262.28	344
015 ST FRANCIS *	4 2 2 1	53.14	382	\$ 290.04	178
199 INVER GROVE - PINE BEND *	4 2 2 2	48.59	428	\$ 297.95	130
332 MORA *	4 2 2 2	49.18	426	\$ 288.54	189
309 PARK RAPIDS *	4 2 2 2	55.84	336	\$ 299.99	123
047 SAUK RAPIDS *	4 2 2 2	55.44	349	\$ 266.23	322
022 DETROIT LAKES *	4 2 2 3	52.03	402	\$ 269.32	303
051 FOLEY *	4 2 2 3	50.53	418		

DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVERAGE WEEKLY SALARY	SALARY RANK
012 CENTENNIAL *	4 3 1 3	53.34	378	\$ 301.20	118
700 HERMANTOWN *	4 3 1 3	52.80	388	\$ 346.87	31
381 LAKE SUPERIOR *	4 3 1 3	52.55	391	\$ 368.46	20
704 PROCTOR *	4 3 1 3	47.60	434	\$ 321.85	66
877 BUFFALO *	4 3 2 1	47.51	435	\$ 315.56	77
911 CAMBRIDGE	4 3 2 1	59.70	257	\$ 301.57	117
656 FARIBAULT	4 3 2 1	60.07	248	\$ 279.62	241
200 HASTINGS *	4 3 2 1	52.16	399	\$ 280.74	232
477 PRINCETON *	4 3 2 1	56.45	323	\$ 338.37	42
719 PRIOR LAKE *	4 3 2 1	51.92	405	\$ 270.61	295
833 SOUTH WASHINGTON COUNTY *	4 3 2 1	52.51	392	\$ 293.99	152
206 ALEXANDRIA *	4 3 2 2	50.58	417	\$ 291.04	170
031 BEMIDJI *	4 3 2 2	53.55	374	\$ 291.37	169
621 MOUNDS VIEW *	4 3 2 2	54.18	365	\$ 365.92	22
279 OSSEO *	4 3 2 2	48.36	431	\$ 337.37	46
742 ST CLOUD *	4 3 2 2	52.85	387	\$ 336.79	49
691 AURORA - HOYT LAKES	4 3 2 3	62.31	199	\$ 343.28	37
181 BRAINERD	4 3 2 3	59.44	263	\$ 331.04	56
595 EAST GRAND FORKS	4 3 2 3	59.99	251	\$ 310.68	89
014 FRIDLEY *	4 3 2 3	51.88	406	\$ 340.15	38
361 INTERNATIONAL FALLS *	4 3 2 3	53.53	376	\$ 347.10	30
482 LITTLE FALLS *	4 3 2 3	50.98	413	\$ 300.28	122
832 MAHTOMEDI *	4 3 2 3	53.53	375	\$ 328.47	58
129 MONTEVIDEO	4 3 2 3	69.75	90	\$ 290.22	177
152 MOORHEAD	4 3 2 3	62.90	185	\$ 345.59	34
659 NORTHFIELD	4 3 2 3	60.75	231	\$ 297.37	136
016 SPRING LAKE PARK *	4 3 2 3	55.45	347	\$ 335.25	50
508 ST PETER *	4 3 2 3	55.05	353	\$ 296.48	140
564 THIEF RIVER FALLS *	4 3 2 3	52.51	393	\$ 304.51	99
624 WHITE BEAR LAKE *	4 3 2 3	52.39	397	\$ 329.19	57
347 WILLMAR	4 3 2 3	60.56	232	\$ 292.66	162
861 WINONA *	4 3 2 3	55.93	335	\$ 300.68	121
518 WORTHINGTON	4 3 2 3	63.48	172	\$ 324.19	63
241 ALBERT LEA *	4 3 2 4	53.95	369	\$ 294.65	149
094 CLOQUET *	4 3 2 4	62.95	184	\$ 347.50	29
013 COLUMBIA HEIGHTS	4 3 2 4	53.52	377	\$ 374.84	14
544 FERGUS FALLS	4 3 2 4	57.71	299	\$ 279.18	246
006 SOUTH ST PAUL *	4 3 2 4	54.54	360	\$ 397.36	5
492 AUSTIN	4 3 2 5	58.91	275	\$ 321.49	67
286 BROOKLYN CENTER *	4 3 2 5	55.36	350	\$ 371.11	19
316 COLERAINE	4 3 2 5	61.64	216	\$ 366.94	21
701 HIBBING *	4 3 2 5	53.23	381	\$ 384.29	10
465 LITCHFIELD	4 3 2 5	59.39	265	\$ 331.64	54
281 ROBBINSDALE *	4 3 2 5	52.02	403	\$ 398.85	4
710 ST LOUIS COUNTY	4 3 2 5	62.13	205	\$ 337.20	47
706 VIRGINIA	4 3 2 5	58.31	284	\$ 345.87	33
191 BURNSVILLE *	4 3 3 1	51.97	404	\$ 320.33	69
112 CHASKA	4 3 3 1	57.31	311	\$ 334.36	51
272 EDEN PRAIRIE *	4 3 3 1	54.15	366	\$ 338.09	45
882 MONTICELLO *	4 3 3 1	54.30	363	\$ 292.57	163
720 SHAKOPEE	4 3 3 1	61.76	215	\$ 282.53	221

DISTRICT NAME	TYPE OF DISTRICT	NSA	NSA RANK	AVERAGE WEEKLY SALARY	SALARY RANK
834 STILLWATER *	4 3 3 1	52.05	401	\$ 356.86	25
829 WASECA *	4 3 3 1	55.27	352	\$ 325.70	61
284 WAYZATA *	4 3 3 1	50.29	421	\$ 346.08	32
077 MANKATO *	4 3 3 2	55.97	333	\$ 321.32	68
318 GRAND RAPIDS *	4 3 3 3	54.98	355	\$ 332.02	52
423 HUTCHINSON *	4 3 3 3	55.49	345	\$ 331.52	55
276 MINNETONKA *	4 3 3 3	50.14	423	\$ 401.32	3
277 MOUND *	4 3 3 3	51.53	409	\$ 384.52	9
088 NEW ULM - HANSA	4 3 3 3	57.65	301	\$ 317.74	72
622 NORTH ST PAUL-MAPLEWOOD *	4 3 3 3	50.79	415	\$ 393.19	6
278 ORONO *	4 3 3 3	53.88	371	\$ 372.42	17
761 OWATONNA *	4 3 3 3	55.45	348	\$ 282.75	219
256 RED WING *	4 3 3 3	54.85	358	\$ 283.70	210
535 ROCHESTER	4 3 3 3	62.01	208	\$ 355.08	26
292 ST ANTHONY VILLAGE *	4 3 3 3	54.49	361	\$ 382.67	11
197 WEST ST PAUL *	4 3 3 3	50.41	420	\$ 360.94	23
593 CROOKSTON *	4 3 3 4	61.07	226	\$ 296.84	139
273 EDINA *	4 3 3 4	48.55	429	\$ 389.94	7
454 FAIRMONT	4 3 3 4	61.61	217	\$ 306.52	96
413 MARSHALL	4 3 3 4	61.51	220	\$ 311.14	87
623 ROSEVILLE *	4 3 3 4	56.18	329	\$ 338.42	41
271 BLOOMINGTON *	4 3 3 5	50.47	419	\$ 372.86	16
274 HOPKINS	4 3 3 5	58.39	282	\$ 360.02	24
280 RICHFIELD	4 3 3 5	57.15	315	\$ 423.57	2
283 ST LOUIS PARK	4 3 3 5	60.65	233	\$ 430.97	1
709 DULUTH *	5 3 2 4	52.64	390	\$ 326.38	60
001 MINNEAPOLIS	5 3 3 4	62.56	192	\$ 381.62	12
625 ST PAUL	5 3 3 5	59.61	260	\$ 373.93	15

DISTRIBUTION OF TOTAL FULL-TIME  
EQUIVALENCY (FTE) PROFESSIONAL  
STAFF BY AGE, EXPERIENCE AND  
TRAINING LEVELS IN THE REGIONS,  
THE STATE, AND IN SCHOOL  
DISTRICTS SORTED BY ENROLLMENT  
TREND AND SCHOOL DISTRICT SIZE

The tables in this paper present a comprehensive view of the distribution of the total full-time equivalency (FTE) professional staff in the state of Minnesota, the regions and in school districts sorted by enrollment trend and school district size. (see page 396.) for a review of the definition of terms used in these tables)

*Age/Salary*

Table 1 is the distribution of the full-time equivalency (FTE) professional staff in each region and the state\* by age and average weekly salary. This data is presented for the following classifications of staff: (1) total administration, (2) total instructional staff, and (3) total professional staff. (see pages 398-416).

Table 2 is the distribution of the full-time equivalency (FTE) professional staff in each enrollment trend category by age and average weekly salary. This data is presented for the following classifications of staff: (1) total administration, (2) total instructional staff, and (3) total professional staff. (see pages 417-421).

Table 3 is the distribution of the full-time equivalency (FTE) professional staff in each school district size category by age and average weekly salary. This data is presented for the following classifications of staff: (1) total administration, (2) total instructional staff, and (3) total professional staff. (see pages 422-426).

\* In Tables 1 and 4, the classifications of staff for the state include the following: (1) superintendent, (2) assistant superintendent, (3) kindergarten, (4) elementary principals and assistants, (5) secondary principals and assistants, (6) total administration, (7) elementary teacher, (8) secondary teacher, (9) other instructional staff, (10) total instructional staff, and (11) total professional staff.

## *Training/Experience*

Table 4 is the distribution of the full-time equivalency (FTE) professional staff in each region and the state by training levels and years of experience. This data is presented for the following classifications of staff: (1) superintendent, (2) total administration, (3) elementary classroom teacher, (4) secondary classroom teacher, (5) total instructional staff, and (6) total professional staff. (see pages 427-452).

Table 5 is the distribution of the full-time equivalency (FTE) professional staff in each enrollment trend category by training levels and years of experience. This data is presented for the following classifications of staff: (1) superintendent, (2) total administration, (3) elementary classroom teacher, (4) secondary classroom teacher, (5) total instructional staff, and (6) total professional staff. (see pages 453-460).

Table 6 is the distribution of the full-time equivalency (FTE) professional staff in each school district size category by training levels and years of experience. This data is presented for the following classifications of staff: (1) superintendent, (2) total administration, (3) elementary classroom teacher, (4) secondary classroom teacher, (5) total instructional staff, and (6) total professional staff. (see pages 461-471)

## *Definitions*

### Classifications of Staff

**Superintendent:** Includes that portion of a person's assignment spent in the position of a superintendent expressed in full-time equivalency (FTE).

**Total administration:** Includes that portion of a person's assignment spent in the position of superintendent, assistant superintendent, elementary principal, assistant elementary principal, secondary principal, assistant secondary principal, other administrative and supervisory personnel expressed in full-time equivalency (FTE).

**Elementary classroom teacher:** Includes that portion of a person's assignment spent in the position of a teacher in grades one (1) to six (6) expressed in full-time equivalency (FTE).

**Secondary classroom teacher:** Includes that portion of a person's assignment spent in the position of a teacher in grades seven (7) to twelve (12) expressed in full-time equivalency (FTE).

**Total instructional staff:** Includes that portion of a person's assignment spent in the position of a teacher in grade kindergarten through grade twelve, and that portion of

a person's assignment spent in the position of special education staff, pupil personnel staff, and special subject staff expressed in full-time equivalency (FTE).

Total professional staff: Includes that portion of a person's assignment spent in the administrative and/or instructional classifications defined above expressed in full-time equivalency (FTE).

#### Enrollment Change

Enrollment change 1: Includes data from all districts which had 10% or more growth in enrollment from October 1, 1970 to October 1, 1974.

Enrollment change 2: Includes data from all districts which had 6% to 9% growth in enrollment from October 1, 1970 to October 1, 1974.

Enrollment change 3: Includes data from all districts which had 5% growth to 5% decline in enrollment from October 1, 1970 to October 1, 1974.

Enrollment change 4: Includes data from all districts which had 6% to 9% decline in enrollment from October 1, 1970 to October 1, 1974.

Enrollment change 5: Includes data from all districts which had 10% or more decline in enrollment from October 1, 1970 to October 1, 1974.

#### District Size

District size 1: Includes data from all independent districts which had an enrollment of 0-299 on October 1, 1974.

District size 2: Includes data from all independent districts which had an enrollment of 300-799 on October 1, 1974.

District size 3: Includes data from all independent districts which had an enrollment of 800-1799 on October 1, 1974.

District size 4: Includes data from all independent districts which had an enrollment of 1800 plus on October 1, 1974.

District size 5: Includes data from the cities of the first class districts.

#### Average weekly salary

This is the salaries of the full-time equivalency (FTE) professional staff in each age category and staff classification divided by the number of staff in that category and classification.

TABLE 1

REGION 01

## TOTAL ADMINISTRATION

	AGE IN YEARS											TOTAL
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	0	1.0	0	0	0	0	0	0	0	0	1.0
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	.0	0	0	0	0	0	0	0	0	.0
\$226-255	0	0	0	.2	0	0	0	0	0	.2	0	.4
\$256-285	0	0	0	.3	0	0	0	1.2	0	.5	0	2.0
\$286-315	0	0	1.8	1.0	.2	.0	2.6	.3	2.0	1.5	0	9.5
\$316-345	0	0	1.0	3.0	5.5	2.9	2.0	4.3	1.5	1.0	1.0	22.1
\$346-375	0	0	1.0	4.0	3.3	5.1	2.9	2.8	1.0	1.0	2.2	23.2
\$376-405	0	0	0	2.2	5.0	6.0	2.0	.5	4.5	1.5	2.0	23.7
\$406-435	0	0	0	4.0	7.0	2.0	3.0	0	2.0	0	1.0	19.0
\$436+	0	0	0	0	2.0	2.0	1.0	2.6	3.0	1.0	2.0	13.6
TOTAL	0	0	4.9	14.7	22.9	18.0	13.5	11.7	14.0	6.7	8.2	114.6

REGION 01

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	0	9.2	7.0	3.0	1.5	2.0	0	1.0	1.0	2.0	26.7
\$166-195	0	.6	11.6	2.0	0	3.2	1.0	0	2.0	0	1.0	21.4
\$196-225	0	116.0	98.0	9.0	4.0	5.8	10.0	5.0	2.0	5.0	2.0	256.9
\$226-255	0	34.0	196.2	40.8	11.1	12.6	8.0	12.5	5.0	5.8	5.0	331.1
\$256-285	0	2.0	67.4	85.2	22.3	18.5	13.5	17.8	11.0	5.5	3.0	246.2
\$286-315	0	.6	8.6	61.0	34.8	36.1	28.4	30.7	13.0	28.5	5.0	246.7
\$316-345	0	0	2.6	20.5	28.5	29.0	18.1	9.7	23.5	11.0	5.7	148.7
\$346-375	0	1.2	1.0	4.0	12.7	18.9	10.1	9.2	15.0	10.0	3.0	85.2
\$376-405	0	.6	1.8	.8	3.0	6.5	5.0	3.5	.5	.5	0	22.1
\$406-435	0	0	2.8	0	1.2	1.0	2.0	1.0	0	3.0	0	11.0
\$436+	0	1.5	4.3	3.6	3.0	3.2	1.4	1.0	.2	1.6	.2	19.9
TOTAL	0	156.5	403.5	234.0	123.8	136.3	99.5	90.4	73.2	71.9	26.9	1415.9

REGION 01

## TOTAL PROFESSIONAL STAFF

	AGE IN YEARS											TOTAL
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	0	10.2	7.0	3.0	1.5	2.0	0	1.0	1.0	2.0	27.7
\$166-195	0	.6	11.6	2.0	0	3.2	1.0	0	2.0	0	1.0	21.4
\$196-225	0	116.0	98.0	9.0	4.0	5.8	10.0	5.0	2.0	5.0	2.0	256.9
\$226-255	0	34.0	196.2	41.0	11.1	12.6	8.0	12.5	5.0	6.0	5.0	331.5
\$256-285	0	2.0	67.4	85.5	22.3	18.5	13.5	19.0	11.0	6.0	3.0	248.2
\$286-315	0	.6	10.4	62.0	35.0	36.1	31.0	31.0	15.0	30.0	5.0	256.2
\$316-345	0	0	3.6	23.5	34.0	31.9	20.1	14.0	25.0	12.0	6.7	170.8
\$346-375	0	1.2	2.0	8.0	16.0	24.0	13.0	12.0	16.0	11.0	5.2	108.4
\$376-405	0	.6	1.8	3.0	8.0	12.5	7.0	4.0	5.0	2.0	2.0	45.8
\$406-435	0	0	2.8	4.0	8.2	3.0	5.0	1.0	2.0	3.0	1.0	30.0
	0	1.5	4.3	3.6	5.0	5.2	2.4	3.6	3.2	2.6	2.2	33.5
TOTAL	0	156.5	408.3	248.7	146.7	154.3	113.0	102.1	87.2	78.4	37.4	1421.5



## REGION 02

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	0	0	0	0	0	0	0	0	1.0
\$226-255	0	0	0	0	0	0	0	1.0	.8	0	2.9
\$256-285	0	0	.5	0	.6	0	0	.9	.3	0	5.4
\$286-315	0	0	.2	1.0	0	1.4	1.0	1.8	1.5	0	4.4
\$316-345	0	0	0	.0	0	.3	.8	1.0	1.5	.7	11.6
\$346-375	0	0	0	3.9	2.5	1.0	0	2.0	0	1.0	8.6
\$376-405	0	0	0	2.6	0	2.0	1.0	2.0	1.0	0	13.0
\$406-435	0	0	0	2.0	5.0	2.0	2.0	1.0	3.0	2.0	13.2
\$436+	0	0	0	1.2	1.0	1.0	1.0	3.0	3.0	2.0	1.0
TOTAL	0	0	.7	10.8	9.1	7.7	5.8	10.6	9.1	3.7	2.7

## REGION 02

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	.6	0	0	0	0	0	0	0	0
\$166-195	0	1.0	4.0	2.2	1.0	2.0	1.0	1.0	1.0	3.0	0
\$196-225	0	29.0	51.8	11.6	9.0	6.0	3.0	4.0	1.0	4.1	2.0
\$226-255	0	23.0	102.1	26.0	10.6	5.0	5.0	7.6	6.0	4.0	6.0
\$256-285	0	0	37.0	38.5	25.4	17.5	7.0	8.6	6.2	5.0	1.0
\$286-315	0	0	3.8	32.0	22.0	13.6	11.0	12.1	16.7	6.0	3.3
\$316-345	0	0	0	11.5	28.0	32.6	16.2	21.2	19.5	13.0	4.0
\$346-375	0	0	0	2.1	16.5	17.0	11.0	9.0	6.5	8.3	5.0
\$376-405	0	.6	0	.4	0	0	0	1.0	0	0	0
\$406-435	0	0	0	0	0	0	0	0	0	0	0
\$436+	0	1.2	1.9	2.3	1.0	1.4	0	1.0	1.0	0	0
TOTAL	0	54.8	201.2	126.6	113.6	95.1	54.2	65.5	57.9	43.4	21.3

## REGION 02

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	.6	0	0	0	0	0	0	0	0
\$166-195	0	1.0	4.0	2.2	1.0	2.0	1.0	1.0	1.0	3.0	0
\$196-225	0	29.0	51.8	11.6	9.0	6.0	3.0	4.0	1.0	4.1	2.0
\$226-255	0	23.0	102.1	26.0	10.6	5.0	5.0	7.6	7.0	4.0	6.0
\$256-285	0	0	37.5	38.5	26.0	17.5	7.0	9.6	7.0	5.0	1.0
\$286-315	0	0	4.0	33.0	22.0	15.0	12.0	13.0	17.0	6.0	4.0
\$316-345	0	0	0	11.5	28.0	33.0	17.0	23.0	21.0	13.0	4.0
\$346-375	0	0	0	6.0	19.0	18.0	11.0	10.0	8.0	9.0	6.0
\$376-405	0	.6	0	3.0	0	2.0	1.0	3.0	0	1.0	0
\$406-435	0	0	0	2.0	5.0	2.0	2.0	1.0	1.0	0	0
\$436+	0	1.2	1.9	3.5	2.0	2.4	1.0	4.0	4.0	2.0	1.0
TOTAL	0	54.8	201.9	137.3	122.7	102.8	60.0	76.2	67.0	47.1	24.0

## REGION 03

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	0	0	0	0	0	0	0	0	0	.2	.2
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	.5	4.0	0	0	0	0	0	0	0	0	4.5
\$226-255	0	0	0	0	0	0	0	1.0	.2	0	0	1.2
\$256-285	0	0	.6	2.7	0	0	.0	0	0	0	0	3.3
\$286-315	0	0	1.0	3.0	0	1.0	0	2.0	.5	0	0	7.5
\$316-345	0	0	0	3.0	2.9	1.5	1.0	2.6	0	0	0	11.0
\$346-375	0	0	0	3.2	5.0	5.4	2.5	2.5	4.8	.8	0	24.2
\$376-405	0	0	0	2.4	5.0	9.8	7.0	2.7	3.6	2.2	0	32.7
\$406-435	0	0	0	5.1	6.0	17.4	7.5	9.9	1.9	7.5	4.0	59.4
\$436+	0	0	1.0	6.0	26.8	32.2	35.0	27.0	16.0	7.0	5.0	156.0
TOTAL	0	.5	6.6	25.4	45.8	67.2	53.0	47.7	27.0	17.5	9.2	299.9

## REGION 03

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	6.6	6.0	6.6	9.0	6.0	4.5	1.0	2.5	0	2.0	44.2
\$166-195	0	14.0	6.4	8.5	4.0	6.2	5.5	2.5	0	1.0	1.0	49.1
\$196-225	0	125.3	183.5	25.3	14.3	11.5	11.8	8.0	7.0	1.0	5.5	393.2
\$226-255	0	54.5	249.5	67.4	32.1	20.0	15.0	13.0	13.4	12.0	7.0	484.0
\$256-285	0	1.6	191.0	120.0	41.6	26.4	25.0	18.9	12.0	16.0	17.8	470.4
\$286-315	0	0	95.2	150.0	33.4	37.4	26.0	29.1	27.5	10.0	13.0	421.7
\$316-345	0	0	10.6	138.0	88.1	79.6	63.0	50.9	51.5	62.0	21.5	565.3
\$346-375	0	1.2	2.0	69.4	86.8	63.5	53.6	41.1	49.2	49.0	22.0	437.9
\$376-405	0	.3	.6	56.0	107.0	90.2	79.1	59.9	57.2	52.8	25.0	528.3
\$406-435	0	0	2.2	17.6	93.0	119.3	114.6	97.5	56.1	35.5	17.0	552.8
\$436+	0	.5	4.5	4.5	21.8	46.7	37.0	27.8	21.3	10.8	5.5	180.4
TOTAL	0	204.1	751.5	663.5	531.2	506.8	435.0	349.8	297.7	250.2	137.3	4127.2

## REGION 03

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	6.6	6.0	6.6	9.0	6.0	4.5	1.0	2.5	0	2.2	44.4
\$166-195	0	14.0	6.4	8.5	4.0	6.2	5.5	2.5	0	1.0	1.0	49.1
\$196-225	0	125.8	187.5	25.3	14.3	11.5	11.8	8.0	7.0	1.0	5.5	397.7
\$226-255	0	54.5	249.5	67.4	32.1	20.0	15.0	14.0	13.6	12.0	7.0	485.2
\$256-285	0	1.6	191.6	122.7	41.6	26.4	25.0	18.9	12.0	16.0	17.8	473.7
\$286-315	0	0	96.2	153.0	33.4	38.4	26.0	31.1	28.0	10.0	13.0	429.2
\$316-345	0	0	10.6	141.0	91.0	81.1	64.0	53.5	51.5	62.0	21.5	576.3
\$346-375	0	1.2	2.0	72.6	91.9	68.9	56.0	43.6	54.0	49.8	22.0	462.1
\$376-405	0	.3	.6	58.4	112.0	100.0	86.1	62.6	60.8	55.0	25.0	560.9
\$406-435	0	0	2.2	22.8	99.0	136.7	122.1	107.4	58.0	43.0	21.0	612.1
\$436+	0	.5	5.5	10.5	48.6	78.9	72.0	54.8	37.3	17.8	10.5	336.4
TOTAL	0	204.6	758.1	688.9	577.0	574.1	488.1	387.5	327.5	250.2	137.3	4127.2

## REGION 04

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS								
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59
\$0-165	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0
\$196-225	0	1.0	2.8	.3	0	1.0	0	0	0
\$226-255	0	0	1.0	0	0	1.0	0	0	0
\$256-285	0	0	0	0	0	1.0	0	1.0	0
\$286-315	0	0	1.0	1.5	2.6	3.4	3.1	1.2	.7
\$316-345	0	0	1.0	1.8	1.0	2.4	2.5	3.5	.8
\$346-375	0	0	0	3.0	8.0	5.7	4.8	3.5	3.3
\$376-405	0	0	0	8.0	3.0	6.0	7.9	1.8	2.9
\$406-435	0	0	1.0	1.0	2.8	4.7	8.7	7.0	5.3
\$436+	0	0	0	3.0	7.0	6.5	6.4	8.8	4.6
TOTAL	0	1.0	6.8	18.6	24.4	31.7	33.4	26.8	16.8

## REGION 04

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS								
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59
\$0-165	0	1.6	9.0	8.3	3.4	5.0	3.5	1.7	3.0
\$166-195	0	26.9	24.9	2.5	2.0	5.4	2.9	7.0	1.0
\$196-225	0	98.6	166.4	18.7	13.2	10.4	6.8	8.4	6.6
\$226-255	0	49.7	217.6	84.1	18.1	12.3	15.6	15.1	8.6
\$256-285	0	1.4	97.6	91.1	41.0	23.0	19.0	13.0	19.0
\$286-315	0	0	25.0	80.5	68.4	49.5	37.3	45.8	42.8
\$316-345	0	.6	5.4	40.3	53.6	57.7	58.5	42.5	51.6
\$346-375	0	.6	3.2	12.0	23.0	47.9	34.2	33.5	25.7
\$376-405	0	1.2	2.8	8.0	9.0	9.0	21.1	9.2	11.1
\$406-435	0	0	.6	3.6	10.2	15.3	11.6	2.0	4.7
\$436+	0	.8	2.5	6.5	7.1	7.7	5.0	5.6	5.1
TOTAL	0	181.4	555.0	355.7	249.1	243.2	215.6	183.8	178.6

## REGION 04

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS								
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59
\$0-165	0	1.6	9.0	8.3	3.4	5.0	3.5	1.7	3.0
\$166-195	0	26.9	24.9	2.5	2.0	5.4	2.9	7.0	1.0
\$196-225	0	99.6	169.2	19.0	13.2	11.4	6.8	8.4	6.6
\$226-255	0	49.7	218.6	84.1	18.1	13.3	15.6	15.1	8.6
\$256-285	0	1.4	97.6	91.1	41.0	24.0	19.0	14.0	19.0
\$286-315	0	0	26.0	82.0	71.0	52.9	40.4	47.0	43.8
\$316-345	0	.6	6.4	42.0	54.6	60.1	61.0	46.0	51.6
\$346-375	0	.6	3.2	15.0	31.0	53.6	39.0	37.0	29.7
\$376-405	0	1.2	2.8	16.0	12.0	15.0	29.0	11.0	14.1
\$406-435	0	0	1.6	4.6	13.0	20.0	20.3	9.0	10.1
\$436+	0	.8	2.5	9.5	14.1	14.2	11.4	14.4	10.1
TOTAL	0	182.4	561.8	374.3	273.5	274.9	249.0	210.6	195.6

## REGION 05

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	0	0	0	0	0	1.0	0	0	0	1.0
\$226-255	0	0	1.5	0	0	0	0	1.0	0	0	0	2.5
\$256-285	0	0	.6	1.0	0	0	.5	0	0	0	1.0	3.1
\$286-315	0	0	.5	1.2	1.0	1.0	0	3.0	2.0	0	.5	9.2
\$316-345	0	0	0	6.1	4.4	2.0	0	0	1.2	2.0	0	15.7
\$346-375	0	0	2.0	2.0	4.8	2.0	2.8	1.6	0	4.0	1.0	20.2
\$376-405	0	0	.0	1.0	6.0	.7	3.0	3.0	3.2	2.5	0	19.4
\$406-435	0	0	0	3.0	5.0	.5	1.0	1.0	1.0	1.0	1.0	13.5
\$436+	0	0	0	3.0	3.0	7.3	6.0	8.0	8.0	.2	3.0	38.4
TOTAL	0	0	4.6	17.3	24.2	13.4	13.3	18.6	15.4	9.7	6.5	123.0

## REGION 05

## TOTAL INSTRUCTIONAL STAFF

402

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	2.0	7.5	2.0	1.5	0	0	1.4	0	0	1.0	15.4
\$166-195	0	13.5	11.0	3.0	0	0	0	2.0	5.0	1.0	3.0	38.5
\$196-225	0	93.1	123.4	9.2	7.0	5.0	3.0	5.0	3.0	4.0	2.0	254.7
\$226-255	0	36.6	180.3	40.7	12.0	8.0	6.0	6.0	6.0	4.5	4.0	304.1
\$256-285	0	1.3	130.0	49.7	23.5	14.9	17.0	16.0	13.0	5.0	10.0	280.4
\$286-315	0	1.0	17.5	51.8	33.4	22.0	24.0	24.0	23.6	10.0	7.9	215.2
\$316-345	0	0	4.6	45.9	35.3	27.5	22.3	19.0	21.8	24.0	7.0	207.4
\$346-375	0	1.2	1.0	17.0	34.7	29.5	23.3	17.4	12.0	12.0	4.0	152.1
\$376-405	0	0	2.1	6.6	15.0	13.3	14.0	16.0	16.8	14.5	5.0	103.4
\$406-435	0	0	0	1.6	2.0	9.1	9.0	5.0	5.0	1.0	2.0	34.7
\$436+	0	1.3	3.7	2.8	1.6	3.3	4.0	1.6	2.1	1.4	0	21.9
TOTAL	0	149.9	481.1	230.4	166.0	132.7	122.5	113.5	108.3	77.4	45.9	1627.8

## REGION 05

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	2.0	7.5	2.0	1.5	0	0	1.4	0	0	1.0	15.4
\$166-195	0	13.5	11.0	3.0	0	0	0	2.0	5.0	1.0	3.0	38.5
\$196-225	0	93.1	123.4	9.2	7.0	5.0	3.0	6.0	3.0	4.0	2.0	255.7
\$226-255	0	36.6	181.8	40.7	12.0	8.0	6.0	7.0	6.0	4.5	4.0	306.6
\$256-285	0	1.3	130.6	50.7	23.5	14.9	17.5	16.0	13.0	5.0	11.0	283.5
\$286-315	0	1.0	18.0	53.0	34.4	23.0	24.0	27.0	25.6	10.0	8.4	224.4
\$316-345	0	0	4.6	52.0	39.6	29.5	22.3	19.0	23.0	26.0	7.0	223.1
\$346-375	0	1.2	3.0	19.0	39.5	31.5	26.0	19.0	12.0	16.0	5.0	172.3
\$376-405	0	0	2.2	7.6	21.0	14.0	17.0	19.0	20.0	17.0	5.0	122.8
\$406-435	0	0	0	4.6	7.0	9.1	10.0	6.0	6.0	2.0	3.0	48.2
\$436+	0	1.3	3.7	5.8	4.6	10.1	10.0	9.6	10.1	1.6	3.0	60.3
	0	149.9	485.7	247.7	190.2	140.1	135.8	132.1	123.7	87.1	52.4	1750.9

## REGION 06

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	.2	.5
\$196-225	0	.8	1.0	0	0	0	0	.5	0	0	0
\$226-255	0	0	3.4	0	0	0	0	0	.5	0	0
\$256-285	0	0	1.5	0	1.0	0	0	0	.4	.9	0
\$286-315	0	0	2.3	1.0	1.0	1.0	.6	1.0	.4	.9	0
\$316-345	0	0	1.0	3.0	5.6	7.0	4.0	0	3.0	1.5	1.0
\$346-375	0	0	0	10.4	15.0	6.5	1.9	4.0	1.0	2.0	1.0
\$376-405	0	0	1.0	3.0	4.0	11.5	7.0	2.0	2.0	6.0	0
\$406-435	0	0	0	5.0	6.0	5.4	5.0	3.0	2.9	1.0	0
\$436+	0	0	0	0	4.0	5.0	6.0	10.7	2.0	1.0	0
TOTAL	0	.8	10.2	22.5	36.6	36.3	24.5	21.1	11.8	12.7	2.5

## REGION 06

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	12.5	12.4	4.0	7.5	5.5	4.1	5.5	4.0	2.0	9.0
\$166-195	0	20.6	31.7	6.6	.6	3.0	5.0	7.0	7.0	2.5	2.0
\$196-225	0	122.5	116.2	24.9	10.2	7.2	13.0	8.6	2.5	6.8	7.0
\$226-255	0	81.0	252.5	62.0	15.0	23.5	17.6	13.0	10.0	7.0	9.5
\$256-285	0	.6	132.0	80.9	25.9	20.3	20.5	14.0	12.0	11.0	14.0
\$286-315	0	0	24.2	79.1	42.9	31.0	31.9	25.0	27.0	21.1	10.0
\$316-345	0	.5	4.7	52.1	48.4	43.0	33.6	33.0	36.0	27.5	14.0
\$346-375	0	0	.6	20.0	32.9	45.5	27.7	30.0	19.0	23.0	11.4
\$376-405	0	1.2	1.2	2.0	23.0	24.4	12.0	16.0	10.0	8.5	3.0
\$406-435	0	1.0	1.8	1.2	3.0	8.6	4.0	6.6	2.1	2.0	0
\$436+	0	1.1	2.4	4.8	1.2	1.3	1.5	1.3	.4	0	0
TOTAL	0	241.1	579.7	337.7	210.6	213.6	171.0	160.2	130.0	111.3	79.9

## REGION 06

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	12.5	12.4	4.0	7.5	5.5	4.1	5.5	4.0	2.0	9.0
\$166-195	0	20.6	31.7	6.6	.6	3.0	5.0	7.0	7.0	2.5	2.0
\$196-225	0	123.3	117.2	24.9	10.2	7.2	13.0	8.6	2.5	7.0	7.5
\$226-255	0	81.0	255.9	62.0	15.0	23.5	17.6	13.5	10.0	7.0	9.5
\$256-285	0	.6	133.5	80.9	26.9	20.3	20.5	14.0	12.5	11.0	14.0
\$286-315	0	0	26.5	80.1	43.9	32.0	32.6	26.0	27.4	22.0	10.0
\$316-345	0	.5	5.7	55.2	54.0	50.0	37.6	33.0	39.0	29.0	14.0
\$346-375	0	0	.6	30.5	47.9	52.0	29.6	34.0	20.0	25.0	12.4
\$376-405	0	1.2	2.2	5.0	27.0	36.0	19.0	18.0	12.0	14.5	4.0
\$406-435	0	1.0	1.8	6.2	9.0	14.0	9.0	9.6	5.0	3.0	0
\$436+	0	1.1	2.4	4.8	5.2	6.3	7.5	12.0	2.4	1.0	0
TOTAL	0	241.9	589.9	360.2	247.3	249.9	195.5	181.3	141.8	124.0	82.4



## REGION 07

## TOTAL ADMINISTRATION

	AGE IN YEARS											
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
\$0-165	0	0	0	.6	0	0	0	0	0	0	0	.6
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	0	0	0	0	0	0	0	0	0	0
\$226-255	0	.2	3.5	1.0	0	0	1.0	0	0	0	0	5.7
\$256-285	0	0	1.0	3.3	1.1	1.0	.3	0	0	0	0	6.6
\$286-315	0	0	.2	2.6	2.0	1.0	0	2.0	.0	1.5	1.0	10.4
\$316-345	0	0	1.7	7.6	7.2	1.0	4.9	.3	0	1.2	1.0	24.9
\$346-375	0	0	2.0	12.0	8.0	6.3	6.5	1.5	1.0	0	0	37.3
\$376-405	0	0	0	3.5	7.2	4.0	5.2	1.0	1.0	1.0	2.6	25.4
\$406-435	0	0	0	4.0	8.0	7.5	8.0	5.1	1.0	0	5.0	38.7
\$436+	0	0	0	9.0	15.0	18.0	21.0	17.6	11.0	6.0	3.6	101.2
TOTAL	0	.2	8.4	43.6	48.5	38.8	46.9	27.6	14.0	9.7	13.2	250.9

## REGION 07

## TOTAL INSTRUCTIONAL STAFF

404

	AGE IN YEARS											
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
\$0-165	0	1.9	11.6	8.2	7.5	5.0	3.5	0	2.5	1.6	2.8	44.5
\$166-195	0	9.0	17.2	4.0	1.6	1.0	2.0	1.6	1.0	3.0	1.5	41.9
\$196-225	0	203.9	278.8	23.2	6.6	7.6	10.0	6.4	11.5	3.0	10.0	561.0
\$226-255	1.0	139.2	472.8	110.4	22.0	21.1	14.4	14.6	15.5	11.0	13.6	835.6
\$256-285	1.0	3.6	376.4	162.2	64.5	32.5	25.8	18.0	15.0	10.0	11.4	720.4
\$286-315	0	1.4	76.2	137.9	60.0	38.5	34.0	31.0	32.6	28.5	16.6	458.7
\$316-345	0	1.0	22.9	97.4	77.3	49.0	50.1	37.3	41.0	39.8	12.0	428.0
\$346-375	0	1.2	5.0	48.6	46.0	31.7	41.5	22.7	13.0	18.0	10.0	237.7
\$376-405	0	1.6	1.8	25.3	40.8	19.0	19.8	13.0	11.0	8.0	3.4	143.8
\$406-435	0	0	1.2	13.6	18.0	14.4	12.0	11.9	7.0	6.0	4.0	88.0
\$436+	0	1.3	6.9	7.6	37.9	33.1	16.3	15.0	5.0	5.0	2.5	130.7
TOTAL	2.0	364.0	1270.9	638.4	382.1	253.0	229.5	171.5	155.1	133.9	87.9	3688.4

## REGION 07

## TOTAL PROFESSIONAL STAFF

	AGE IN YEARS											
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
\$0-165	0	1.9	11.6	8.8	7.5	5.0	3.5	0	2.5	1.6	2.8	45.1
\$166-195	0	9.0	17.2	4.0	1.6	1.0	2.0	1.6	1.0	3.0	1.5	41.9
\$196-225	0	203.9	278.8	23.2	6.6	7.6	10.0	6.4	11.5	3.0	10.0	561.0
\$226-255	1.0	139.4	476.3	111.4	22.0	21.1	15.4	14.6	15.5	11.0	13.6	841.3
\$256-285	1.0	3.6	377.4	165.5	65.5	33.5	26.1	18.0	15.0	10.0	11.4	727.1
\$286-315	0	1.4	76.4	140.5	62.0	39.5	34.0	33.0	32.6	30.0	17.6	467.1
\$316-345	0	1.0	24.6	105.1	84.5	50.0	55.0	37.6	41.0	41.0	13.0	452.9
\$346-375	0	1.2	7.0	60.6	54.0	38.0	48.0	24.2	14.0	18.0	10.0	275.0
\$376-405	0	1.6	1.8	28.8	47.9	23.0	25.0	14.0	12.0	9.0	6.0	169.2
\$406-435	0	0	1.2	17.6	26.0	22.0	20.0	17.0	8.0	6.0	9.0	126.8
	0	1.3	6.9	16.6	52.9	51.1	37.3	32.6	16.0	11.0	6.1	231.9
TOTAL	2.0	364.2	1279.3	682.1	430.6	291.8	276.4	199.1	169.1	143.6	101.0	3939.3

## REGION 08

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	.5	0	1.0	0	0	1.0	0	0	0	2.5
\$196-225	0	0	.3	0	0	0	0	0	0	0	.3
\$226-255	0	0	0	0	0	.0	0	0	0	0	.5
\$256-285	0	0	.5	1.0	1.0	0	0	0	1.0	0	.4
\$286-315	0	0	1.0	6.3	1.0	2.0	1.4	0	.2	1.5	2.5
\$316-345	0	0	1.0	3.8	5.7	5.7	4.4	2.0	1.4	1.5	2.0
\$346-375	0	0	0	7.3	5.7	4.0	2.7	3.0	3.0	1.0	0
\$376-405	0	0	0	4.8	6.3	2.8	5.0	6.0	2.0	4.0	1.0
\$406-435	0	0	0	1.0	2.0	7.8	4.0	3.0	2.0	2.0	1.0
\$436+	0	0	0	.7	2.0	6.0	2.0	6.0	4.0	1.0	0
TOTAL	0	.5	2.8	25.9	23.6	28.4	20.5	20.0	13.6	11.1	7.4

153.8

## REGION 08

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	6.6	4.2	1.2	6.5	3.6	1.0	4.0	2.1	2.0	1.7
\$166-195	0	18.6	14.5	5.5	1.0	3.0	3.8	0	2.5	1.0	2.5
\$196-225	0	107.1	130.7	19.2	9.0	8.0	6.5	3.0	6.0	1.0	5.0
\$226-255	0	46.7	211.2	56.0	25.1	13.5	15.0	12.0	13.6	14.0	3.9
\$256-285	0	.6	96.7	109.3	24.1	19.5	21.0	14.0	12.0	14.0	8.6
\$286-315	0	0	15.3	78.2	48.6	34.0	30.6	29.5	41.8	20.5	10.5
\$316-345	0	1.1	1.7	40.6	52.4	41.3	30.0	27.0	37.1	27.5	9.0
\$346-375	0	1.1	1.0	5.7	22.3	37.0	26.2	17.0	24.0	22.0	8.0
\$376-405	0	1.0	.6	.2	7.7	13.2	14.6	11.0	7.0	7.0	4.0
\$406-435	0	.5	0	1.2	0	.2	0	1.0	0	0	0
\$436+	0	1.4	3.7	2.5	1.3	.6	0	0	1.1	0	0
TOTAL	0	184.7	479.5	319.7	198.1	173.8	148.9	118.6	147.2	108.9	53.3

1932.7

## REGION 08

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	6.6	4.2	1.2	6.5	3.6	1.0	4.0	2.1	2.0	1.7
\$166-195	0	19.1	14.5	6.5	1.0	3.0	4.8	0	2.5	1.0	2.5
\$196-225	0	107.1	131.0	19.2	9.0	8.0	6.5	3.0	6.0	1.0	5.0
\$226-255	0	46.7	211.2	56.0	25.1	13.5	15.0	12.0	13.6	14.0	4.4
\$256-285	0	.6	97.2	110.3	25.1	19.5	21.0	14.0	13.0	14.0	9.0
\$286-315	0	0	16.3	84.5	49.6	36.0	32.0	29.5	42.0	22.0	13.0
\$316-345	0	1.1	2.7	44.5	58.0	47.0	34.4	29.0	38.5	29.0	11.0
\$346-375	0	1.1	1.0	13.0	28.0	41.0	29.0	20.0	27.0	23.0	8.0
\$376-405	0	1.0	.6	5.0	14.0	16.0	19.6	17.0	9.0	11.0	5.0
\$406-435	0	.5	0	2.2	2.0	8.0	4.0	4.0	2.0	2.0	1.0
\$436+	0	1.4	3.7	3.2	3.3	6.6	2.0	6.0	5.1	1.0	0
TOTAL	0	185.2	482.3	345.6	221.7	202.2	169.4	138.6	160.8	120.0	60.7

2086.5

499



## REGION 09

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	0	0	0	1.0	0	0	0	0	0	1.0	2.0
\$166-195	0	.1	0	0	0	0	1.0	0	0	0	0	1.1
\$196-225	0	0	0	0	0	0	0	0	0	0	0	0
\$226-255	0	0	0	0	1.0	0	.7	0	0	0	0	1.7
\$256-285	0	0	1.0	.2	2.0	0	0	0	0	1.0	0	4.1
\$286-315	0	0	0	2.2	4.5	1.9	1.7	1.0	1.0	.2	0	12.4
\$316-345	0	0	2.0	6.0	5.0	3.5	3.4	2.2	1.8	2.2	0	26.1
\$346-375	0	0	1.0	5.0	11.0	6.0	6.3	3.8	2.0	4.0	2.0	41.1
\$376-405	0	0	0	3.0	11.0	12.4	3.8	5.7	3.4	5.7	4.2	49.1
\$406-435	0	0	0	1.0	4.3	5.0	9.0	4.0	5.0	1.0	3.0	32.3
\$436+	0	0	0	3.0	4.8	4.0	6.0	5.0	2.0	3.0	0	27.8
TOTAL	0	.1	4.0	20.3	44.7	32.8	31.8	21.6	15.2	17.0	10.2	197.8

## REGION 09

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	4.0	5.8	2.2	4.0	3.0	1.0	2.0	1.5	1.5	0	25.0
\$166-195	0	30.1	41.5	4.0	6.0	0	1.4	1.0	0	1.0	5.3	90.2
\$196-225	0	149.1	165.8	23.0	15.6	8.0	7.6	4.0	5.6	3.0	5.0	386.8
\$226-255	0	45.8	279.6	79.8	21.0	23.0	22.3	8.5	11.0	5.0	6.0	502.1
\$256-285	1.0	1.0	120.8	115.4	43.1	39.0	31.0	19.0	15.0	22.6	5.0	412.9
\$286-315	0	.6	24.0	90.8	47.0	29.7	33.3	32.3	29.0	17.8	13.0	317.6
\$316-345	0	1.2	.6	56.4	68.5	48.9	44.6	48.9	47.2	35.2	15.0	366.6
\$346-375	0	0	.6	17.0	42.0	37.0	27.2	32.2	26.0	29.0	6.0	217.0
\$376-405	0	0	2.5	2.0	27.0	55.6	44.2	28.3	20.6	21.3	9.8	211.3
\$406-435	0	0	1.7	0	3.7	2.0	4.0	4.0	1.0	2.0	1.0	19.4
\$436+	0	1.1	0	3.6	3.2	1.9	2.0	.6	.6	.4	.3	13.7
TOTAL	1.0	232.9	643.0	394.3	281.0	248.2	218.7	180.8	157.6	138.8	66.4	2562.7

## 500 REGION 09

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	4.0	5.8	2.2	5.0	3.0	1.0	2.0	1.5	1.5	1.0	27.0
\$166-195	0	30.2	41.5	4.0	6.0	0	2.4	1.0	0	1.0	5.3	91.4
\$196-225	0	149.1	165.8	23.0	15.6	8.0	7.6	4.0	5.6	3.0	5.0	386.8
\$226-255	0	45.8	279.6	79.8	22.0	23.0	23.0	8.5	11.0	5.0	6.0	503.8
\$256-285	1.0	1.0	121.8	115.6	45.0	39.0	31.0	19.0	15.0	23.6	5.0	417.1
\$286-315	0	.6	24.0	93.0	51.5	31.6	35.0	33.3	30.0	18.0	13.0	330.0
\$316-345	0	1.2	2.6	62.4	73.5	52.4	48.0	51.0	49.0	37.4	15.0	392.6
\$346-375	0	0	1.6	22.0	53.0	43.0	33.5	36.0	28.0	33.0	8.0	258.2
\$376-405	0	0	2.5	5.0	38.0	68.0	48.0	34.0	24.0	27.0	14.0	260.5
\$406-435	0	0	1.7	1.0	8.0	7.0	13.0	8.0	6.0	3.0	4.0	51.7
\$436+	0	1.1	0	6.6	8.0	5.9	8.0	5.6	2.6	3.4	.3	41.6
TOTAL	1.0	233.0	647.0	414.6	325.7	281.0	250.5	202.5	172.8	155.8	76.6	2760.5

## REGION 10

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	1.0	0	0	0	0	0	0	0	0
\$196-225	0	0	0	2.0	2.5	0	0	0	0	0	0
\$226-255	0	.5	1.5	1.0	2.0	0	0	2.0	0	.5	16.1
\$256-285	0	0	1.0	1.2	0	0	1.0	.7	0	1.0	33.5
\$286-315	0	0	1.9	4.9	5.1	1.2	1.4	2.0	2.2	1.5	47.3
\$316-345	0	0	2.0	10.6	10.3	2.6	7.1	2.4	4.0	4.6	69.0
\$346-375	0	0	1.0	6.0	10.6	7.6	7.0	8.0	7.7	3.0	62.0
\$376-405	0	0	0	9.0	19.1	11.7	12.0	10.0	8.0	1.0	101.7
\$406-435	0	0	0	6.0	11.0	13.0	21.5	18.0	11.0	7.0	344.7
\$436+	0	0	0	3.0	8.0	26.2	50.0	43.0	32.8	16.9	18.7
TOTAL	0	.5	8.4	43.6	68.5	62.2	50.0	43.0	32.8	16.9	18.7

## REGION 10

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	7.0	18.8	9.0	10.0	7.3	4.2	2.0	1.0	1.0	4.0
\$166-195	0	103.5	65.4	11.1	6.0	7.6	4.0	1.0	4.4	4.0	3.2
\$196-225	0	166.4	418.2	41.0	15.0	13.0	12.2	9.0	5.0	4.0	6.2
\$226-255	0	55.5	508.9	115.7	50.2	27.0	15.9	8.0	11.5	7.0	17.5
\$256-285	0	1.4	215.4	239.4	80.2	40.0	37.1	24.0	28.0	18.5	21.5
\$286-315	0	.4	59.2	172.6	114.0	78.8	56.7	53.4	43.0	53.2	32.0
\$316-345	0	.6	16.1	86.5	140.8	110.5	90.7	84.0	100.3	99.0	37.1
\$346-375	0	2.1	1.0	47.5	95.8	64.9	65.1	45.7	50.5	43.0	7.4
\$376-405	0	1.0	3.0	19.6	32.4	54.4	54.4	38.0	31.3	24.0	20.4
\$406-435	0	0	3.5	9.6	25.0	9.0	4.0	3.0	0	0	3.0
\$436+	0	2.8	8.2	9.2	50.2	55.9	55.6	23.0	13.0	17.0	8.1
TOTAL	0	340.7	1317.7	761.3	619.6	468.3	400.0	291.0	288.1	270.6	160.4

## REGION 10

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	7.0	18.8	9.0	10.0	7.3	4.2	2.0	1.0	1.0	4.0
\$166-195	0	103.5	66.4	11.1	6.0	7.6	4.0	1.0	4.4	4.0	3.2
\$196-225	0	166.4	418.2	43.0	17.5	13.0	12.2	9.0	5.0	4.0	6.2
\$226-255	0	56.0	510.4	116.7	52.2	27.0	15.9	8.0	11.5	7.0	17.5
\$256-285	0	1.4	216.4	240.6	80.2	40.0	37.1	26.0	28.0	18.5	22.0
\$286-315	0	.4	61.0	177.5	119.1	79.9	57.7	54.0	43.0	53.6	33.0
\$316-345	0	.6	18.1	97.1	151.0	113.1	92.1	86.0	102.5	100.5	38.1
\$346-375	0	2.1	2.0	53.5	106.4	72.5	72.2	48.0	54.5	47.0	12.0
\$376-405	0	1.0	3.0	28.6	51.5	66.1	61.4	46.0	39.0	27.0	24.0
\$406-435	0	0	3.5	15.6	36.0	22.0	16.0	13.0	8.0	1.0	4.0
\$436+	0	2.8	8.2	12.2	58.2	82.1	77.1	41.0	24.0	24.0	15.1
TOTAL	0	341.2	1326.1	804.9	688.2	530.6	450.0	334.1	320.9	287.5	179.1

## REGION 11

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS								55
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	
\$0-165	0	0	1.0	1.0	0	0	0	0	
\$166-195	0	0	0	0	0	0	1.0	0	
\$196-225	0	1.0	5.0	0	0	0	0	0	
\$226-255	0	1.0	16.8	3.0	1.0	2.0	1.0	0	
\$256-285	0	0	13.2	6.3	2.0	2.6	4.2	0	
\$286-315	0	0	8.2	11.8	5.3	3.0	1.0	2.0	1.
\$316-345	0	0	2.0	15.0	9.9	7.1	4.0	.7	2.
\$346-375	0	0	4.6	25.0	18.9	10.7	6.5	0	1.
\$376-405	0	0	2.0	23.8	24.2	16.5	11.8	6.5	1.
\$406-435	0	0	0	16.8	24.5	18.6	9.8	16.8	4.
\$436+	0	0	.4	45.4	162.0	248.8	279.5	220.4	128.
TOTAL	0	2.0	53.3	148.1	247.9	309.3	318.8	246.4	138.

## REGION 11

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS								55
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	
\$0-165	0	17.4	49.6	42.3	41.1	39.1	26.0	9.5	7.
\$166-195	0	35.8	32.2	19.2	11.2	5.4	2.5	4.0	4.
\$196-225	0	572.1	1048.3	150.4	76.7	60.2	28.8	16.0	2.
\$226-255	0	226.9	2007.7	333.6	103.5	72.2	43.8	20.6	13.
\$256-285	0	3.6	1483.5	603.8	138.9	98.4	89.1	44.0	20.
\$286-315	0	1.1	604.1	885.5	213.0	132.0	86.6	41.5	29.
\$316-345	0	1.6	189.0	805.3	282.2	165.2	111.0	85.2	63.
\$346-375	0	.6	54.0	545.6	321.2	212.9	144.7	118.5	96.
\$376-405	0	2.1	15.0	356.7	466.8	282.3	208.8	165.5	121.
\$406-435	0	0	5.3	190.4	378.4	240.6	160.1	135.2	94.
\$436+	0	4.3	24.2	141.6	811.6	1032.6	914.2	711.3	430.
TOTAL	0	865.6	5512.8	4074.6	2844.6	2341.0	1815.7	1351.4	881.

## REGION 11

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS								55
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	
\$0-165	0	17.4	50.6	43.3	41.1	39.1	26.0	9.5	7.
\$166-195	0	35.8	32.2	19.2	11.2	5.4	3.5	4.0	4.
\$196-225	0	573.1	1053.3	150.4	76.7	60.2	28.8	16.0	2.
\$226-255	0	227.9	2024.5	336.6	104.5	74.2	44.8	20.6	13.
\$256-285	0	3.6	1496.7	610.1	140.9	101.0	93.3	44.0	20.
\$286-315	0	1.1	612.3	897.3	218.3	135.0	87.6	43.5	30.
\$316-345	0	1.6	191.0	820.4	292.1	172.3	115.0	85.9	65.
\$346-375	0	.6	58.6	570.6	340.1	223.6	151.2	118.5	97.
\$376-405	0	2.1	17.0	380.5	491.0	298.8	220.6	172.0	122.
\$406-435	0	0	5.3	207.2	402.9	259.2	170.0	152.0	99.
\$436+	0	4.3	24.6	187.0	973.7	1281.4	1193.6	931.8	559.
TOTAL	0	867.6	5566.1	4222.7	3092.5	2650.4	2134.4	1597.9	1020.

## STATE TOTAL

## SUPERINTENDENT

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	1.0
\$196-225	0	0	0	0	1.0	0	0	0	0	0	.5
\$226-255	0	0	0	0	0	0	0	0	0	0	3.2
\$256-285	0	0	0	1.0	0	0	0	1.0	.8	0	2.0
\$286-315	0	0	0	1.0	0	1.0	4.5	2.0	1.7	0	1.0
\$316-345	0	0	0	2.0	2.0	2.6	3.2	3.5	4.0	1.0	3.0
\$346-375	0	0	0	3.0	10.0	4.0	8.7	9.5	6.0	5.0	7.0
\$376-405	0	0	.5	1.8	9.0	12.3	10.0	4.0	16.0	15.9	6.0
\$406-435	0	0	0	3.0	4.0	9.0	9.0	11.8	11.4	5.0	6.0
\$436+	0	0	0	2.3	13.0	32.8	33.0	49.4	31.0	16.0	13.0
TOTAL	0	0	.5	14.2	39.0	61.8	68.4	81.2	70.9	42.9	32.9

## STATE TOTAL

## ASST. SUPERINTENDENT

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	1.0
\$196-225	0	0	0	0	1.0	0	0	0	0	0	1.0
\$226-255	0	0	1.0	0	0	0	0	0	0	0	0
\$256-285	0	0	0	0	0	0	0	0	0	0	2.0
\$286-315	0	0	0	0	0	1.0	0	1.0	0	0	0
\$316-345	0	0	0	1.0	.2	0	1.0	0	0	0	1.0
\$346-375	0	0	0	2.6	0	1.3	0	.5	0	2.0	0
\$376-405	0	0	0	1.0	1.0	4.0	2.0	1.0	0	1.0	1.0
\$406-435	0	0	0	2.0	3.5	2.0	6.0	3.5	0	1.0	6.0
\$436+	0	0	0	3.5	12.0	28.0	26.2	33.5	14.5	12.0	6.0
TOTAL	0	0	1.0	10.1	17.7	36.3	35.2	39.5	14.5	15.0	10.0

## STATE TOTAL

## KINDERGARTEN

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	2.5	7.0	1.0	1.0	1.6	1.0	2.0	0	1.0	2.0
\$166-195	0	7.0	4.5	1.5	1.0	1.0	1.5	1.0	.5	1.0	1.5
\$196-225	0	58.6	87.3	10.7	4.0	7.2	3.0	2.5	3.5	2.0	8.0
\$226-255	0	31.6	161.4	14.0	16.6	14.0	7.0	6.0	3.5	0	3.5
\$256-285	0	1.0	102.5	26.6	17.0	21.5	11.0	7.5	6.0	3.0	4.0
\$286-315	0	0	24.5	34.5	21.0	19.5	16.0	13.0	16.0	4.0	7.5
\$316-345	0	0	6.5	30.0	24.1	29.0	33.0	16.0	17.5	18.5	14.0
\$346-375	0	0	1.0	13.5	15.0	19.5	20.0	17.5	15.0	7.0	5.0
\$376-405	0	0	0	6.0	15.0	15.5	20.5	16.0	14.5	10.5	3.5
\$406-435	0	0	1.0	4.0	8.0	6.0	7.0	6.6	2.5	3.0	1.0
\$436+	0	1.1	1.5	1.0	6.0	9.5	15.0	6.5	10.5	8.0	3.0
TOTAL	0	.8	397.2	142.8	128.7	144.3	135.0	94.6	89.5	58.0	53.0

## STATE TOTAL

## ELEM. PRINCIPALS + ASST.

WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	0	0	0	0	0	0	0	0	0	1.0	1.0
\$166-195	0	0	0	1.0	0	0	0	0	0	0	0	1.0
\$196-225	0	0	0	1.0	0	0	0	0	0	.2	.5	1.7
\$226-255	0	0	0	0	0	.0	1.0	1.0	0	.5	0	2.5
\$256-285	0	0	1.5	1.0	1.0	2.0	.5	2.0	1.0	.5	1.0	10.5
\$286-315	0	0	3.0	5.2	5.8	4.5	.7	3.8	2.0	4.6	1.0	30.7
\$316-345	0	0	4.5	13.5	9.8	9.1	6.2	4.0	4.3	7.4	3.5	62.2
\$346-375	0	0	2.0	19.7	26.2	11.7	8.9	4.0	2.5	4.7	4.0	83.6
\$376-405	0	0	1.5	16.7	34.8	14.1	14.4	7.4	3.5	3.5	6.0	101.8
\$406-435	0	0	.5	11.8	25.2	17.4	16.0	9.0	5.5	6.0	4.0	95.3
\$436+	0	0	0	36.0	72.8	99.7	97.6	68.3	47.5	27.0	18.0	467.0
TOTAL	0	0	13.0	105.8	175.5	158.5	145.2	99.5	66.3	54.4	39.0	857.4

## STATE TOTAL

## SEC. PRINCIPALS + ASST.

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WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	0	0	0	0	0	0	0	0	0	.2	.2
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	.8	0	0	0	0	0	0	0	0	0	.8
\$226-255	0	0	1.0	0	1.0	0	0	0	.2	.2	0	2.4
\$256-285	0	0	2.5	1.0	2.7	0	0	0	0	0	0	6.2
\$286-315	0	0	4.3	6.5	5.8	2.2	2.3	1.7	1.4	.8	1.7	26.7
\$316-345	0	0	5.2	15.9	25.3	10.2	5.5	4.0	1.5	1.7	.5	69.8
\$346-375	0	0	6.0	29.8	28.5	21.8	10.8	5.2	4.0	3.3	3.8	113.2
\$376-405	0	0	0	29.4	17.9	28.7	17.8	9.9	3.7	3.0	1.0	111.3
\$406-435	0	0	.5	24.0	29.7	29.2	22.5	18.0	10.0	1.0	3.0	137.8
\$436+	0	0	1.0	23.2	67.0	90.3	122.5	92.2	47.0	24.0	19.0	486.1
TOTAL	0	.8	20.5	129.8	177.8	182.4	181.4	130.9	67.8	34.0	29.2	954.5

## STATE TOTAL

## OTHER ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	0	2.0	1.6	1.0	0	0	0	0	0	0	4.6
\$166-195	0	.6	1.0	0	0	0	3.0	0	0	0	0	4.6
\$196-225	0	2.5	13.1	1.3	.5	1.0	0	1.0	0	0	0	19.4
\$226-255	0	1.7	25.7	5.2	3.0	3.0	1.7	1.5	1.0	0	0	42.8
\$256-285	0	0	15.9	12.9	4.0	2.6	4.5	2.2	.5	1.0	1.5	45.2
\$286-315	0	0	10.7	23.8	11.1	8.2	4.9	5.5	3.0	1.8	1.0	70.0
\$316-345	0	0	2.0	27.6	20.2	14.1	12.7	7.8	4.8	2.0	2.8	93.9
\$346-375	0	0	3.6	26.8	28.2	21.3	15.5	6.9	10.2	4.5	4.0	121.0
\$376-405	0	0	1.0	14.4	28.1	24.3	16.5	16.9	8.0	8.2	2.4	119.7
\$406-435	0	0	.0	8.1	19.4	26.5	16.5	18.5	7.8	7.6	5.7	110.1
	0	0	.4	9.2	70.9	106.1	106.0	83.7	53.3	31.9	19.6	481.2
	0	4.8	75.5	130.9	186.3	207.0	181.3	144.1	88.6	57.0	36.9	1112.5

## STATE TOTAL

## TOTAL ADMINISTRATION

STATE TOTAL		TOTAL ADMINISTRATION										
WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	0	2.0	1.6	1.0	0	0	0	0	0	1.2	5.8
\$166-195	0	.6	1.0	1.0	0	0	3.0	0	0	0	0	5.6
\$196-225	0	3.3	13.1	2.3	2.5	1.0	0	1.0	0	.2	.5	23.9
\$226-255	0	1.7	27.7	5.2	4.0	3.0	2.7	2.5	1.2	.7	.5	49.2
\$256-285	0	0	19.9	15.9	7.6	4.6	5.0	5.2	2.3	1.5	2.9	65.1
\$286-315	0	0	18.1	36.4	22.7	16.9	12.4	14.0	8.1	7.2	7.7	143.6
\$316-345	0	0	11.6	60.0	57.4	36.1	28.5	19.3	14.6	12.1	7.8	247.3
\$346-375	0	0	11.6	81.9	92.9	60.1	43.9	26.1	22.7	17.5	15.8	372.5
\$376-405	0	0	3.0	63.3	90.8	83.5	60.6	39.2	31.2	32.5	16.4	420.4
\$406-435	0	0	1.0	48.9	81.7	84.0	70.0	60.9	34.7	20.6	19.7	421.5
\$436+	0	0	1.4	74.3	235.7	356.8	385.4	327.1	193.3	110.9	75.6	1760.5
TOTAL	0	5.6	110.6	90.9	596.3	646.0	611.5	495.2	308.1	203.2	148.0	3515.4

## STATE TOTAL

## ELEM. CLASSROOM TEACHER

STATE TOTAL		ELEM. CLASSROOM TEACHERS										TOTAL	
		AGE IN YEARS											
WEEKLY SALARY		UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0		14.8	21.5	18.4	24.2	14.7	10.5	8.7	7.0	4.5	16.8	141.2
\$166-195	0		63.1	59.2	11.9	5.6	8.9	11.9	14.5	19.3	14.5	14.5	223.0
\$196-225	0		574.5	925.2	113.6	66.0	49.6	55.0	36.5	41.5	30.8	32.5	1925.3
\$226-255	0		269.9	1627.4	318.8	107.0	101.1	94.4	65.1	82.0	68.8	58.6	2793.1
\$256-285	1.0		5.0	1080.1	514.4	175.1	161.5	135.2	98.0	96.0	84.1	58.1	2408.5
\$286-315	0		.5	351.2	595.1	248.1	214.0	167.4	170.2	181.7	161.2	69.3	2158.7
\$316-345	0		1.0	77.5	442.5	242.5	242.8	205.8	192.5	236.0	251.5	89.5	1981.6
\$346-375	0		0	12.0	240.6	207.0	176.3	112.6	110.3	152.2	141.3	36.0	1188.4
\$376-405	0		.5	.5	141.0	220.7	162.8	125.1	112.5	98.3	86.2	51.0	998.7
\$406-435	0		0	0	57.9	115.3	106.6	67.0	67.0	50.0	53.0	16.0	532.8
\$436+	0		2.4	7.8	22.5	161.9	182.7	170.2	127.5	98.5	85.0	30.0	888.4
TOTAL	1.0		931.8	4162.3	2476.7	1573.4	1420.7	1155.1	1002.8	1062.5	980.9	472.4	15239.7

## STATE TOTAL

## SECONDARY CLASSROOM TEACHER

STATE TOTAL												
WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	32.0	45.9	21.4	16.9	17.7	7.0	4.4	2.0	.8	6.4	154.6
\$166-195	0	140.3	134.5	25.3	9.2	10.8	8.4	3.6	0	2.0	1.7	335.6
\$196-225	0	843.0	1317.5	157.5	52.5	26.9	21.9	11.4	1.8	.4	9.8	2442.7
\$226-255	.8	348.1	2174.4	529.1	140.8	59.3	46.6	27.2	14.4	4.2	23.6	3368.6
\$256-285	0	7.8	1355.5	914.5	250.5	96.0	97.5	62.1	29.7	14.5	29.0	2857.2
\$286-315	0	3.2	439.8	928.3	338.6	194.3	146.5	112.9	88.1	45.7	40.2	2337.5
\$316-345	0	5.4	136.2	721.3	508.6	306.3	210.8	162.6	148.2	75.7	47.9	2322.9
\$346-375	0	8.4	43.1	416.9	402.9	312.9	243.8	171.9	101.3	85.5	47.0	1833.8
\$376-405	0	6.6	23.6	251.2	391.1	287.9	245.4	164.0	110.7	103.0	54.4	1638.0
\$406-435	0	1.0	16.8	137.7	319.6	222.2	192.6	142.0	88.5	43.0	35.7	1199.1
\$436+	0	9.8	40.7	128.4	587.0	727.8	604.1	459.8	249.0	123.5	68.0	2998.2
	.8	1405.7	5728.0	4231.8	3017.9	2262.0	1824.4	1322.0	833.7	498.4	363.7	21488.3



## STATE TOTAL

## OTHER INSTRUCTIONAL STAFF

	AGE IN YEARS											
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
\$0-165	0	10.3	60.2	50.0	51.4	42.0	31.3	12.0	15.6	4.0	16.7	293.5
\$166-195	0	63.2	62.4	30.0	17.6	16.5	7.5	8.0	8.1	3.0	11.8	227.9
\$196-225	0	307.1	451.1	73.7	58.1	59.0	32.9	27.0	5.3	7.1	9.2	1030.5
\$226-255	.2	143.3	715.4	154.8	56.5	63.8	30.7	32.7	13.2	13.7	15.0	1239.3
\$256-285	1.0	3.3	409.8	240.0	87.9	71.1	62.3	39.9	31.7	26.3	36.7	1009.9
\$286-315	0	1.4	137.6	261.6	109.9	74.8	70.2	58.4	40.7	49.4	42.1	846.1
\$316-345	0	.2	38.1	200.9	127.9	106.3	88.5	87.8	90.3	66.3	39.7	846.0
\$346-375	0	.8	13.2	117.8	109.1	97.3	88.2	76.5	68.5	57.1	28.7	657.2
\$376-405	0	2.4	7.1	79.5	104.9	101.7	82.1	69.0	63.5	50.6	31.7	592.7
\$406-435	0	.5	1.3	39.2	91.4	84.7	54.7	51.6	29.7	25.5	20.6	399.2
\$436+	0	4.0	12.4	37.4	185.1	267.8	247.7	194.5	123.3	89.6	87.4	1249.2
TOTAL	1.2	536.4	1908.6	1284.9	999.8	985.1	796.0	657.3	489.8	392.8	339.6	8391.6

## STATE TOTAL

## TOTAL INSTRUCTIONAL STAFF

		AGE IN YEARS										TOTAL	
WEEKLY SALARY		UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	59.6	134.6	90.9	93.6	76.0	49.8	27.1	24.6	10.3	41.9	608.4	
\$166-195	0	273.6	260.5	69.6	33.4	36.8	29.2	27.1	27.9	20.5	29.5	807.1	
\$196-225	0	1783.1	2781.2	355.6	180.6	142.8	112.8	77.4	52.2	40.3	59.5	5585.4	
\$226-255	1.0	792.9	4678.5	1016.7	320.9	238.3	178.7	131.0	113.1	86.8	100.7	7658.5	
\$256-285	2.0	17.1	2947.8	1695.4	530.5	350.2	306.0	207.4	163.4	128.0	127.9	6475.7	
\$286-315	0	5.1	953.0	1819.6	717.6	502.6	400.0	354.4	326.5	260.3	159.2	5498.3	
\$316-345	0	6.6	258.3	1394.7	903.1	684.3	538.1	458.9	492.0	412.0	191.0	5339.1	
\$346-375	0	9.2	69.3	788.9	734.1	606.0	464.6	376.3	336.9	291.0	116.7	3792.9	
\$376-405	0	9.6	31.2	477.7	731.7	567.9	473.2	361.5	287.0	250.3	140.6	3330.8	
\$406-435	0	1.5	19.1	238.8	534.4	419.5	321.3	267.1	170.8	124.4	73.3	2170.3	
\$436+	0	17.3	62.4	189.3	940.0	1187.7	1036.9	788.3	481.2	306.2	188.4	5197.8	
TOTAL	3.0	2975.7	12196.0	8136.2	5719.8	4812.1	3910.6	3076.7	2475.5	1930.1	1228.6	46464.4	

## 512 STATE TOTAL

## TOTAL PROFESSIONAL STAFF

	AGE IN YEARS											TOTAL
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	59.6	136.6	92.5	94.6	76.0	49.8	27.1	24.6	10.3	43.1	614.2
\$166-195	0	274.2	261.5	69.6	33.4	36.8	32.2	27.1	27.9	20.5	29.5	812.7
\$196-225	0	1786.4	2794.3	357.9	183.1	143.8	112.8	78.4	52.2	40.5	60.0	5609.3
\$226-255	1.0	794.6	4706.2	1021.9	324.9	241.3	181.4	133.5	114.2	87.5	101.2	7707.7
\$256-285	2.0	17.1	2967.8	1711.4	538.1	354.8	311.0	212.6	165.7	129.5	130.7	6540.8
\$286-315	0	5.1	971.1	1856.0	740.4	519.5	412.4	368.4	334.6	267.5	166.9	5641.9
\$316-345	0	6.6	269.9	1454.7	960.5	720.4	566.6	478.2	506.5	424.1	198.8	5586.4
\$346-375	0	9.2	80.9	870.8	826.9	666.1	508.5	402.4	359.6	308.4	132.5	4165.4
\$376-405	0	9.6	34.3	541.0	822.5	651.4	533.7	400.7	318.2	282.8	157.0	3751.2
\$406-435	0	1.5	20.1	287.7	616.0	503.5	391.4	328.0	205.5	145.0	93.0	2591.8
	0	17.3	63.8	263.6	1175.7	1544.6	1422.3	1115.4	674.5	417.1	264.0	6958.3
TOTAL	3.0	2981.3	12306.6	8527.0	6316.1	5458.1	4522.1	3571.9	2783.6	2133.4	1376.7	49979.8



## STATE TOTAL

## SUPERINTENDENT

	AGE IN YEARS															TOTAL
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65
\$0-165	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$226-255	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$256-285	0	0	0	0	1.0	0	0	0	0	0	0	0	0	0	0	0
\$286-315	0	0	0	1.0	1.0	0	0	1.7	0	0	0	0	0	0	1.0	0
\$316-345	0	0	.5	0	3.0	1.0	0	1.0	1.0	1.0	0	0	0	2.0	0	0
\$346-375	2.5	1.0	1.0	2.0	3.0	2.0	1.0	0	3.0	0	0	3.0	6.0	5.0	1.0	3.0
\$376-405	2.0	1.0	0	0	1.0	3.5	4.0	5.0	1.5	2.0	1.9	2.0	1.0	0	1.0	2.0
\$406-435	4.0	4.0	2.0	1.0	.8	6.5	1.9	2.0	1.0	0	3.0	0	1.0	0	1.0	2.0
\$436+	7.0	13.0	12.4	11.0	6.0	8.0	7.0	5.0	4.0	7.0	5.0	3.0	1.0	4.0	3.0	4.0
TOTAL	15.5	19.0	15.9	15.0	15.8	21.0	13.9	14.7	11.3	10.0	9.9	8.0	8.0	11.0	6.0	9.5

## STATE TOTAL

## ASST. SUPERINTENDENT

	AGE IN YEARS															TOTAL
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65
\$0-165	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$226-255	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$256-285	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$286-315	0	0	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$316-345	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$346-375	.5	0	0	0	0	0	0	0	0	0	.5	.5	1.0	0	0	0
\$376-405	0	1.0	0	0	0	0	0	0	0	0	0	1.0	0	0	0	0
\$406-435	0	1.0	1.0	0	1.5	0	0	0	0	0	0	4.0	2.0	2.0	2.0	1.0
\$436+	16.0	2.0	9.0	2.0	4.5	1.0	2.0	2.0	5.5	4.0	2.0	4.0	2.0	2.0	2.0	1.0
TOTAL	16.5	4.0	11.0	2.0	6.0	1.0	2.0	2.0	5.5	4.0	2.5	5.5	3.0	2.0	2.0	1.0

## STATE TOTAL

## KINDERGARTEN

	AGE IN YEARS															TOTAL
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65
\$0-165	0	0	0	0	2.0	0	0	0	0	0	0	0	0	0	1.0	0
\$166-195	0	1.0	0	0	0	.5	0	0	0	0	1.0	0	0	0	0	0
\$196-225	1.0	1.0	0	.5	0	0	2.5	1.0	0	0	0	0	1.0	1.0	0	3.0
\$226-255	.5	1.0	4.0	0	.5	0	1.0	1.0	0	1.5	0	0	0	0	0	0
\$256-285	1.0	0	2.0	2.5	2.0	1.0	1.5	.5	2.0	1.0	0	0	3.0	0	0	1.0
\$286-315	2.0	4.0	4.0	1.0	2.0	0	2.0	4.0	4.0	6.0	1.0	0	1.0	1.0	1.0	1.0
\$316-345	3.0	6.0	3.0	3.0	1.0	4.0	2.0	2.5	4.0	5.0	3.5	5.0	6.0	3.0	1.0	4.0
\$346-375	4.0	3.0	2.5	4.0	4.0	3.0	3.0	5.0	2.0	2.0	0	2.0	2.0	2.0	1.0	1.0
\$376-405	4.0	0	4.0	5.0	3.0	4.0	4.5	1.0	3.0	2.0	0	4.5	4.0	2.0	0	2.0
\$406-435	2.0	2.0	0	0	2.6	1.0	1.5	0	0	0	1.0	0	1.0	0	1.0	0
\$436+	1.0	2.0	2.5	0	1.0	2.0	2.5	2.0	3.0	1.0	1.0	1.0	3.0	3.0	0	0
TOTAL	18.5	20.0	22.0	16.0	18.1	15.5	20.5	17.0	18.0	18.5	7.5	12.5	18.0	15.0	5.0	11.0

## STATE TOTAL

## ELEM. PRINCIPALS + ASST.

	AGE IN YEARS																
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	TOTAL
\$0-165	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	0	0	0	0	0	0	0	0	.2	0	0	.0	0	.5	.7
\$226-255	0	0	0	0	1.0	0	0	0	0	0	0	0	0	.5	0	0	1.5
\$256-285	1.0	0	0	1.0	0	0	0	0	0	1.0	.5	0	.0	0	0	0	3.5
\$286-315	1.2	0	.7	1.7	.3	0	1.0	.5	.5	0	.7	1.7	1.0	.7	.5	.5	10.9
\$316-345	1.5	0	1.5	0	1.0	.7	2.0	.8	0	.8	3.0	1.7	.7	.5	1.5	0	15.7
\$346-375	0	2.0	1.0	0	1.0	0	1.0	1.5	0	0	0	3.7	0	0	1.0	1.0	12.2
\$376-405	5.0	1.2	1.0	0	.2	.5	1.0	1.0	1.0	0	0	2.0	0	0	1.5	1.0	15.4
\$406-435	3.0	0	2.5	3.0	.5	2.5	1.0	0	1.0	1.0	1.0	.5	1.0	1.0	2.5	3.0	23.5
\$436+	12.0	18.0	13.9	13.4	11.0	13.0	10.0	7.0	8.5	9.0	6.0	3.0	6.0	8.0	4.0	5.0	147.8
TOTAL	23.7	21.2	20.6	19.0	15.0	16.7	16.0	10.9	11.0	11.8	11.3	12.5	8.7	10.7	11.1	11.0	231.2

## STATE TOTAL

## SEC. PRINCIPALS + ASST.

		AGE IN YEARS																
WEEKLY SALARY		50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	TOTAL
414	\$0-165	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.2	.2
	\$166-195	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$196-225	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$226-255	0	0	0	0	0	0	0	.2	0	0	.2	0	0	0	0	0	.4
	\$256-285	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$286-315	0	1.0	.7	0	0	0	0	1.0	.4	0	.8	0	0	0	0	.7	4.6
	\$316-345	.3	3.0	.8	0	0	.5	0	0	0	1.0	0	0	.8	.9	0	0	7.2
	\$346-375	1.8	0	1.0	2.4	0	1.0	1.0	0	1.0	1.0	1.0	2.3	0	0	0	0	12.5
	\$376-405	1.0	1.0	3.0	0	4.9	0	2.9	.8	0	0	0	1.0	2.0	0	0	0	16.5
\$406-435	4.0	2.0	3.0	8.0	1.0	1.0	0	4.0	1.0	4.0	0	1.0	0	0	0	0	29.0	
\$436+	26.0	17.5	16.7	14.0	18.0	18.0	7.0	5.0	5.0	11.0	2.0	7.0	6.0	5.0	4.0	3.0	166.1	
TOTAL		33.0	24.5	25.1	24.4	23.9	20.5	10.9	12.0	7.4	17.0	4.0	11.3	8.8	5.9	4.0	3.9	236.6

## 51 STATE TOTAL

## OTHER ADMINISTRATION

	AGE IN YEARS																
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	TOTAL
\$0-165	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	0	1.0	0	0	0	0	0	0	0	0	0	0	0	0	1.0
\$226-255	0	0	0	.5	1.0	1.0	0	0	0	0	0	0	0	0	0	0	2.5
\$256-285	2.0	.2	0	0	0	0	0	0	0	.5	1.0	0	0	0	0	0	3.7
\$286-315	1.2	1.3	2.0	0	1.0	1.0	1.5	.3	.0	.2	.4	1.4	0	0	0	0	10.4
\$316-345	0	1.2	0	3.6	3.0	1.6	0	.2	0	3.0	.4	1.0	.3	.1	.2	1.0	15.6
\$346-375	1.2	1.1	2.0	1.6	1.0	3.2	1.0	3.0	1.0	2.0	0	1.7	0	1.0	1.8	0	21.5
\$376-405	4.8	6.0	3.8	1.3	1.0	3.8	.7	0	.4	3.2	2.2	4.3	.7	1.0	0	0	33.1
\$406-435	4.0	4.0	5.0	3.8	1.7	.7	3.0	0	2.5	1.6	4.6	2.0	1.0	0	0	0	34.0
	21.0	25.6	9.2	8.8	19.2	7.4	13.8	14.2	8.9	8.9	9.4	4.6	8.2	4.7	5.0	2.0	170.9
	34.2	39.4	22.0	20.6	27.9	18.6	19.9	17.8	12.9	19.4	17.9	15.0	10.2	6.8	7.0	3.0	292.7

## STATE TOTAL

## TOTAL ADMINISTRATION

	AGE IN YEARS											
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61
\$0-165	0	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	0	1.0	0	0	0	0	0	0	.2	0
\$226-255	0	0	0	.5	2.0	1.0	0	.2	0	0	.2	0
\$256-285	3.0	.2	0	1.0	1.0	0	0	0	.8	1.5	1.5	0
\$286-315	2.4	2.3	4.4	2.7	2.3	1.0	2.5	3.5	.9	.2	1.9	3.1
\$316-345	1.8	4.2	2.8	3.6	7.0	3.7	2.0	2.0	1.0	5.8	3.4	2.7
\$346-375	6.0	4.1	5.0	6.0	5.0	6.2	4.0	4.5	5.0	3.0	1.0	10.7
\$376-405	12.8	10.2	7.8	1.3	7.1	7.8	8.5	6.8	2.9	5.2	4.5	9.8
\$406-435	15.0	11.0	13.5	15.8	5.5	10.7	5.9	6.0	5.5	6.6	8.6	4.5
\$436+	82.0	76.1	61.2	49.1	58.7	47.4	39.8	34.3	31.9	39.9	24.4	21.6
TOTAL	122.9	108.0	94.6	81.1	88.6	77.8	62.7	57.3	48.1	62.2	45.7	52.4

## STATE TOTAL

## ELEM. CLASSROOM TEACHER

415

	AGE IN YEARS											
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61
\$0-165	1.0	3.5	.2	1.0	3.0	1.5	2.0	0	.5	3.0	0	0
\$166-195	2.0	1.0	3.5	3.5	4.5	4.5	2.5	4.0	6.0	2.3	2.5	5.0
\$196-225	7.5	5.5	4.0	8.5	11.0	9.0	14.5	4.0	8.0	6.0	6.8	6.0
\$226-255	11.1	13.0	15.5	16.5	9.0	12.0	14.0	13.5	22.5	20.0	13.0	10.8
\$256-285	18.0	19.0	19.0	20.0	22.0	19.0	12.0	19.5	25.0	20.5	15.5	19.0
\$286-315	30.3	31.0	36.3	29.3	43.2	25.9	27.3	47.5	37.0	44.0	41.3	33.5
\$316-345	42.0	30.5	39.0	37.0	44.0	48.3	50.5	46.0	49.0	42.2	51.5	57.0
\$346-375	18.0	22.0	17.0	26.0	27.3	27.5	37.5	36.0	25.2	26.0	46.0	17.3
\$376-405	19.0	19.5	20.0	20.0	34.0	18.3	23.0	17.0	19.0	21.0	16.7	22.0
\$406-435	10.0	16.0	14.0	12.0	15.0	10.0	10.0	11.0	7.0	12.0	15.0	12.5
\$436+	30.0	37.0	18.7	20.3	21.5	19.5	14.0	19.0	23.0	23.0	22.0	18.0
TOTAL	188.9	198.0	187.2	194.2	234.5	195.5	207.3	217.5	222.2	220.0	230.3	201.1

## STATE TOTAL

## SECONDARY CLASSROOM TEACHER

	AGE IN YEARS											
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61
\$0-165	2.0	1.4	1.0	0	0	0	0	1.0	1.0	0	.2	0
\$166-195	1.0	0	0	2.0	.6	0	0	0	0	0	0	0
\$196-225	1.0	.4	2.6	4.0	3.4	0	0	.6	1.0	.3	0	0
\$226-255	6.0	3.3	7.2	6.1	4.6	6.0	2.6	1.8	2.0	1.9	1.3	1.0
\$256-285	12.6	17.6	17.2	7.8	6.8	10.0	7.0	5.5	4.2	3.0	6.8	2.2
\$286-315	28.6	20.8	21.5	21.9	20.1	19.7	19.6	18.8	11.3	18.6	12.9	8.6
\$316-345	32.4	40.5	25.0	28.6	36.0	27.2	29.9	35.6	30.1	25.4	22.0	15.6
\$346-375	41.0	41.8	27.5	25.1	36.5	25.9	18.7	21.0	18.6	17.0	28.0	18.0
\$376-405	39.1	43.7	28.5	30.6	22.0	28.9	19.8	21.2	13.1	27.7	30.5	24.5
\$406-435	32.0	33.0	23.4	27.2	26.4	26.5	12.9	17.0	16.0	16.2	6.2	11.6
\$436+	110.1	107.4	77.1	79.6	85.6	66.1	54.0	45.2	43.2	40.4	37.4	37.5
TOTAL	305.9	309.9	231.1	233.0	242.1	210.3	164.5	167.8	140.5	150.6	145.4	119.0

## STATE TOTAL

## OTHER INSTRUCTIONAL STAFF

	AGE IN YEARS																
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	TOTAL
\$0-165	1.5	2.0	3.5	3.0	2.0	3.0	3.6	3.0	3.0	3.0	0	1.0	2.0	1.0	0	0	31.6
\$166-195	3.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	.4	2.7	1.0	1.0	0	0	1.0	1.0	20.1
\$196-225	8.0	6.6	5.0	3.4	4.0	1.0	0	0	1.6	2.8	2.0	1.5	1.0	2.0	.6	0	39.4
\$226-255	4.0	12.8	8.5	6.4	1.0	4.0	0	3.0	2.0	4.2	3.6	3.2	3.0	1.0	3.0	0	59.6
\$256-285	10.0	9.2	5.2	3.3	12.2	9.0	7.0	2.7	6.0	7.0	4.2	7.8	3.2	6.0	5.2	1.9	99.7
\$286-315	13.8	13.5	13.5	9.1	8.5	9.8	10.6	6.2	7.9	6.2	9.8	7.8	14.0	10.4	7.3	5.0	153.4
\$316-345	17.2	13.9	13.3	25.8	17.6	22.7	19.7	15.4	13.9	18.6	12.6	15.7	16.8	13.2	8.0	11.5	255.9
\$346-375	22.1	12.2	12.7	13.4	16.2	14.0	15.8	13.0	15.7	10.0	16.9	11.0	12.0	13.0	4.2	7.0	209.2
\$376-405	16.1	11.6	10.8	16.5	14.0	9.8	13.7	16.0	12.0	12.1	11.3	13.2	5.0	9.5	11.5	3.0	186.2
\$406-435	13.0	14.0	11.1	5.4	8.1	9.8	5.2	2.0	5.5	7.2	7.2	4.3	5.0	6.0	3.0	1.6	108.4
\$436+	34.2	33.4	50.1	37.5	39.2	27.7	23.2	30.1	24.5	17.7	18.6	20.9	17.2	18.0	15.0	9.0	416.4
TOTAL	143.0	130.1	134.7	124.7	124.8	112.8	100.7	92.4	92.5	91.4	87.2	87.5	79.1	80.2	58.8	40.0	1579.9

## STATE TOTAL


## TOTAL INSTRUCTIONAL STAFF

		AGE IN YEARS															
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	TOTAL
\$0-165	4.5	6.9	4.7	4.0	7.0	4.5	5.6	4.0	4.5	6.0	.2	1.0	3.5	3.6	2.0	1.0	63.0
\$166-195	6.0	3.0	4.5	6.5	7.1	7.0	4.5	5.0	6.4	5.0	4.5	6.0	4.0	2.0	4.0	2.5	78.0
\$196-225	17.5	13.5	11.6	16.4	18.4	10.0	17.0	5.6	10.6	9.0	8.8	7.5	6.0	11.4	6.6	12.0	181.9
\$226-255	21.6	30.0	35.2	29.0	15.1	22.0	17.6	19.3	26.5	27.6	17.8	15.0	17.0	23.0	14.0	18.0	348.9
\$256-285	41.6	45.8	43.5	33.5	43.0	39.0	27.5	28.2	37.2	31.5	26.5	29.0	26.4	24.1	22.0	21.0	519.8
\$286-315	74.8	69.2	75.3	61.3	73.8	55.4	59.5	76.5	60.2	74.8	65.1	49.9	52.9	55.3	37.1	24.4	965.6
\$316-345	94.7	90.9	80.3	94.4	98.6	102.3	102.0	99.5	97.0	91.2	89.6	93.3	96.6	74.5	58.0	55.1	1418.0
\$346-375	85.0	79.0	59.7	68.5	84.1	70.4	75.0	75.0	61.5	55.0	91.0	48.3	57.0	53.0	41.6	29.0	1033.2
\$376-405	78.2	74.8	63.4	72.1	73.0	61.0	61.0	55.2	47.1	62.8	58.5	64.2	43.8	39.3	44.5	31.0	929.9
\$406-435	57.0	65.0	48.5	44.6	52.1	47.3	29.6	30.0	28.5	35.4	29.4	28.5	29.0	21.0	16.5	14.0	576.4
\$436+	175.4	179.7	148.4	137.5	147.4	115.2	93.7	96.4	93.7	82.2	79.0	77.4	57.5	52.5	39.8	27.0	1602.7
TOTAL	656.3	657.9	575.0	567.9	619.6	534.1	493.0	494.7	473.1	480.5	470.4	420.1	393.9	359.7	286.0	235.0	7717.3

## 520 STATE TOTAL

## TOTAL PROFESSIONAL STAFF

	----- AGE IN YEARS -----																
WEEKLY SALARY	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	TOTAL
\$0-165	4.5	6.9	4.7	4.0	7.0	4.5	5.6	4.0	4.5	6.0	.2	1.0	3.5	3.6	2.0	1.2	63.2
\$166-195	6.0	3.0	4.5	6.5	7.1	7.0	4.5	5.0	6.4	5.0	4.5	6.0	4.0	2.0	4.0	2.5	78.0
\$196-225	17.5	13.5	11.6	17.4	18.4	10.0	17.0	5.6	10.6	9.0	9.0	7.5	6.0	11.4	6.6	12.5	183.6
\$226-255	21.6	30.0	35.2	29.5	17.1	23.0	17.6	19.5	26.5	27.6	18.0	15.0	17.0	23.5	14.0	18.5	353.7
\$256-285	44.6	46.0	43.5	34.5	44.0	39.0	27.5	28.2	38.0	33.0	28.0	29.0	26.5	24.1	22.0	21.0	528.9
\$286-315	77.1	71.5	79.6	64.0	76.1	56.4	62.0	80.0	61.1	75.0	67.0	53.0	54.0	56.0	37.6	25.6	996.2
\$316-345	96.4	95.0	83.0	98.0	105.6	106.0	104.0	101.5	98.0	97.0	93.0	96.0	98.4	76.0	60.7	56.1	1464.9
\$346-375	91.0	83.1	64.7	74.5	89.1	76.5	79.0	79.5	66.5	58.0	92.0	59.0	57.0	56.0	44.4	30.0	1100.4
\$376-405	91.0	85.0	71.2	73.5	80.0	68.8	69.5	62.0	50.0	68.0	63.0	74.0	53.5	45.3	47.0	35.0	1036.8
\$406-435	72.0	76.0	62.0	60.4	57.6	58.0	35.5	36.0	34.0	42.0	38.0	33.0	32.0	22.0	20.0	19.0	697.5
	257.4	255.8	209.6	186.6	206.1	162.6	133.5	130.6	125.6	122.1	103.4	99.0	80.7	76.2	57.8	42.0	2249.0
	779.2	765.9	669.6	649.0	708.2	611.9	555.7	552.0	521.1	542.8	516.1	472.5	432.6	396.1	316.1	263.4	8752.3



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TABLE 2

## ENROLL CHANGE 1

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	0	.6	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	1.0	0	0	0	0
\$196-225	0	0	1.0	1.0	1.0	0	0	0	0	0	0
\$226-255	0	1.2	4.0	1.0	1.0	0	1.7	0	0	0	1.0
\$256-285	0	0	1.0	2.4	1.0	2.0	0	0	0	1.0	.5
\$286-315	0	0	1.2	3.4	6.0	1.7	0	2.2	.3	.5	1.0
\$316-345	0	0	1.8	9.1	11.5	3.7	2.5	1.2	1.0	.5	1.0
\$346-375	0	0	4.0	15.7	18.5	8.8	7.0	4.7	0	2.0	0
\$376-405	0	0	0	14.8	20.7	10.7	10.2	5.5	3.8	4.7	2.0
\$406-435	0	0	0	10.0	23.6	13.1	8.0	13.1	4.6	2.0	4.7
\$436+	0	0	.4	21.0	46.1	54.9	58.9	39.3	17.0	10.7	9.0
TOTAL	0	1.2	13.5	79.0	129.3	94.8	89.3	66.0	26.8	20.8	18.2

## ENROLL CHANGE 1

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	16.1	22.7	23.0	18.0	12.0	6.0	2.0	2.5	.6	6.3
\$166-195	0	36.5	30.6	7.3	4.8	1.0	2.3	3.6	5.0	5.0	5.0
\$196-225	0	460.4	909.3	108.9	61.2	39.5	19.0	16.6	7.5	6.0	14.5
\$226-255	1.0	192.5	1161.3	273.0	75.9	43.5	33.9	28.0	14.0	14.0	20.9
\$256-285	2.0	5.6	560.4	360.7	103.9	57.1	39.5	27.0	20.0	17.5	25.4
\$286-315	0	0	126.9	369.1	145.0	98.9	53.0	55.8	34.7	35.0	23.1
\$316-345	0	1.2	49.7	213.4	138.1	61.3	76.5	56.2	57.0	48.0	19.0
\$346-375	0	0	7.6	118.7	119.1	68.8	60.5	56.6	45.0	37.0	19.3
\$376-405	0	2.8	5.2	50.8	114.3	73.3	58.4	38.0	37.2	36.6	14.0
\$406-435	0	0	3.7	17.2	80.0	71.9	44.0	38.9	19.4	12.0	7.3
\$436+	0	2.3	9.2	16.1	97.0	101.6	54.6	60.2	26.0	19.9	18.3
TOTAL	3.0	717.3	2886.7	1558.2	957.4	654.9	447.7	382.9	268.3	231.7	173.2

## ENROLL CHANGE 1

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	16.1	22.7	23.6	18.0	12.0	6.0	2.0	2.5	.6	6.3
\$166-195	0	36.5	30.6	7.3	4.8	1.0	3.3	3.6	5.0	5.0	5.0
\$196-225	0	460.4	910.3	109.9	62.2	39.5	19.0	16.6	7.5	6.0	14.5
\$226-255	1.0	193.7	1165.3	274.0	76.9	43.5	35.5	28.0	14.0	14.0	20.9
\$256-285	2.0	5.6	561.4	363.1	104.9	59.1	39.5	27.0	20.0	17.5	26.4
\$286-315	0	0	128.1	372.5	151.0	100.6	53.0	58.0	35.0	36.0	23.6
\$316-345	0	1.2	51.6	222.5	149.7	91.0	79.0	57.4	58.0	48.5	20.0
\$346-375	0	0	11.6	134.5	137.6	77.5	67.5	61.3	45.0	39.0	19.3
\$376-405	0	2.8	5.2	65.6	135.0	84.0	68.6	43.5	41.0	41.3	16.0
\$406-435	0	0	3.7	27.2	103.6	85.0	52.0	52.0	24.0	14.0	12.0
\$436+	0	2.3	9.6	37.1	143.1	156.5	113.5	99.5	43.0	30.6	27.3
TOTAL	3.0	718.5	2900.1	1637.3	1086.8	749.8	537.0	448.9	295.0	252.5	191.4



## ENROLL CHANGE 2

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	1.0	0	0	0	0	0	0	0	1.0
\$166-195	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	.8	.8	1.0	1.0	0	0	0	0	0	3.6
\$226-255	0	0	2.0	0	0	0	0	0	1.0	0	3.0
\$256-285	0	0	2.0	.5	.8	0	0	1.0	.8	1.0	6.1
\$286-315	0	0	1.5	5.5	5.0	1.4	1.0	.9	1.5	.5	18.0
\$316-345	0	0	1.0	4.0	2.2	3.4	3.0	1.0	.5	2.0	17.1
\$346-375	0	0	0	15.0	5.5	3.8	7.0	3.0	2.8	1.0	39.2
\$376-405	0	0	0	6.5	9.0	17.2	5.0	5.8	0	4.0	47.5
\$406-435	0	.0	0	4.0	5.0	9.0	9.0	4.0	6.0	1.0	38.0
\$436+	0	0	0	6.0	21.4	32.2	28.2	24.0	14.6	8.0	139.4
TOTAL	0	.8	8.3	42.5	49.9	67.0	53.2	39.7	27.3	17.5	312.9

## ENROLL CHANGE 2

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	2.0	10.2	8.4	4.4	5.0	4.0	.2	0	0	3.5
\$166-195	0	29.6	20.8	5.7	3.4	3.6	.4	1.0	1.0	5.0	3.0
\$196-225	0	186.6	274.5	39.4	23.6	15.4	7.8	7.0	3.0	3.1	6.0
\$226-255	0	106.2	423.7	95.8	32.6	27.8	10.4	12.6	10.0	7.5	13.2
\$256-285	0	2.0	357.3	173.1	60.2	33.5	31.1	12.6	12.2	9.0	4.0
\$286-315	0	1.4	149.5	180.7	69.5	51.2	46.0	33.6	31.1	27.5	13.7
\$316-345	0	.6	32.6	141.5	104.9	85.0	45.3	60.0	61.5	38.0	22.0
\$346-375	0	1.8	15.8	81.1	64.5	58.2	48.0	28.0	23.2	19.6	5.0
\$376-405	0	.3	5.1	67.7	63.0	51.8	45.0	32.2	26.0	13.0	7.0
\$406-435	0	0	1.2	41.0	39.0	22.2	14.4	4.0	11.0	6.0	7.0
\$436+	0	2.8	9.0	34.4	100.4	78.2	56.7	37.8	15.0	5.0	8.2
TOTAL	0	333.3	1299.7	868.8	565.5	431.9	309.2	229.1	193.9	133.7	92.5

## ENROLL CHANGE 2

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	2.0	11.2	8.4	4.4	5.0	4.0	.2	0	0	3.5
\$166-195	0	29.6	20.8	5.7	3.4	3.6	.4	1.0	1.0	5.0	3.0
\$196-225	0	187.4	275.3	40.4	24.6	15.4	7.8	7.0	3.0	3.1	6.0
\$226-255	0	106.2	425.7	95.8	32.6	27.8	10.4	12.6	11.0	7.5	13.2
\$256-285	0	2.0	359.3	173.6	61.0	33.5	31.1	13.6	13.0	10.0	4.0
\$286-315	0	1.4	151.0	186.2	74.5	52.6	47.0	34.5	32.6	28.0	14.3
\$316-345	0	.6	33.6	145.5	107.1	88.4	48.3	61.0	62.0	40.0	22.0
\$346-375	0	1.8	15.8	96.1	70.0	62.0	55.0	31.0	26.0	20.6	6.0
\$376-405	0	.3	5.1	74.2	72.0	69.0	50.0	38.0	26.0	17.0	7.0
\$406-435	0	0	1.2	45.0	44.0	31.2	23.4	8.0	17.0	7.0	7.0
\$436+	0	2.8	9.0	40.4	121.8	110.4	84.9	61.8	29.6	13.0	13.2
TOTAL	0	334.1	1308.0	911.3	615.4	498.9	362.4	268.8	221.2	151.2	99.2

## ENROLL CHANGE 3

## TOTAL ADMINISTRATION

	AGE IN YEARS											TOTAL
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	0	0	0	0	0	0	0	0	0	0	0
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	1.2	3.6	0	.5	1.0	0	1.0	0	.0	0	7.4
\$226-255	0	.5	6.9	1.2	2.0	1.0	1.0	1.5	0	0	.5	14.6
\$256-285	0	0	3.1	5.1	3.8	0	3.8	2.2	.5	0	0	18.5
\$286-315	0	0	3.8	8.0	6.3	5.2	4.5	4.7	1.5	2.6	3.5	40.2
\$316-345	0	0	2.0	25.3	20.8	16.2	10.7	7.8	6.2	5.1	5.3	99.3
\$346-375	0	0	4.0	17.4	26.7	19.2	12.8	7.4	7.0	7.5	7.6	109.7
\$376-405	0	0	.0	18.0	29.2	21.1	19.2	12.0	10.7	8.4	6.2	124.9
\$406-435	0	0	0	17.0	29.2	28.7	26.5	19.8	12.3	5.5	12.0	151.1
\$436+	0	0	1.0	22.9	51.7	82.1	87.4	75.2	43.4	24.2	23.6	411.4
TOTAL	0	1.7	24.5	114.9	170.4	174.5	165.9	131.6	81.7	53.3	58.7	977.2

## ENROLL CHANGE 3

## TOTAL INSTRUCTIONAL STAFF

----- AGE IN YEARS -----												TOTAL
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	19.7	49.1	27.1	32.4	18.8	17.5	7.5	8.5	3.0	11.6	195.2
\$166-195	0	108.1	97.1	28.1	13.2	19.4	8.3	10.0	9.4	7.5	16.0	317.1
\$196-225	0	548.3	816.5	85.8	45.0	27.4	43.6	25.4	20.6	19.0	19.7	1651.3
\$226-255	0	276.4	1365.5	318.9	100.4	75.6	61.0	41.1	34.6	30.0	32.1	2335.7
\$256-285	0	4.7	881.6	496.8	188.9	109.0	103.9	85.3	70.5	46.5	44.0	2031.1
\$286-315	0	2.0	291.5	510.2	220.5	148.6	137.6	127.8	124.1	95.0	55.9	1713.1
\$316-345	0	2.7	71.6	423.4	317.7	231.6	205.9	175.9	179.3	162.1	72.9	1843.2
\$346-375	0	3.9	19.2	216.6	243.9	233.7	159.6	127.6	128.0	104.5	41.6	1278.5
\$376-405	0	2.7	8.0	105.2	179.3	178.6	153.9	119.3	88.2	80.5	47.8	963.6
\$406-435	0	.5	6.3	53.9	127.5	97.3	68.4	60.1	31.7	23.5	14.0	483.2
\$436+	0	7.5	19.6	59.6	213.3	275.7	207.0	108.8	73.8	50.8	24.7	1040.7
TOTAL	0	976.5	3626.0	2325.6	1682.2	1415.7	1166.7	888.8	768.7	622.4	380.3	13852.9

## ENROLL CHANGE 3

## TOTAL PROFESSIONAL STAFF

----- AGE IN YEARS -----												TOTAL
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	19.7	49.1	27.1	32.4	18.8	17.5	7.5	8.5	3.0	11.6	195.2
\$166-195	0	108.1	97.1	28.1	13.2	19.4	8.3	10.0	9.4	7.5	16.0	317.1
\$196-225	0	549.5	820.1	85.8	45.5	28.4	43.6	26.4	20.6	19.0	19.7	1658.7
\$226-255	0	276.9	1372.4	320.1	102.4	76.7	62.0	42.6	34.6	30.0	32.6	2350.3
\$256-285	0	4.7	884.7	501.9	192.7	109.0	107.7	87.5	71.0	46.5	44.0	2049.7
\$286-315	0	2.0	295.3	518.2	226.9	153.8	142.1	132.4	125.6	97.6	59.4	1753.3
\$316-345	0	2.7	73.6	448.7	338.5	247.8	216.6	183.6	185.5	167.2	78.2	1942.5
\$346-375	0	3.9	23.2	234.1	270.6	252.9	172.4	135.0	135.0	112.0	49.2	1388.2
\$376-405	0	2.7	8.1	123.2	208.5	199.7	173.0	131.3	98.9	89.0	54.0	1088.5
\$406-435	0	.5	6.3	70.9	156.7	126.0	95.0	80.0	44.0	29.0	26.0	634.3
\$436+	0	7.5	20.6	82.5	265.0	357.7	294.3	183.9	117.2	75.0	48.3	1452.1
TOTAL	0	978.2	3650.5	2440.5	1852.6	1590.2	1332.6	1020.4	850.4	675.7	439.0	14830.0



## ENROLL CHANGE 4

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	0	0	1.0	0	0	0	0	0	0	1.0	2.0
\$166-195	0	0	1.0	0	0	0	1.0	0	0	0	0	2.0
\$196-225	0	.2	5.4	.3	0	0	0	0	0	0	.5	6.5
\$226-255	0	0	9.6	3.0	1.0	2.0	0	1.0	0	.5	0	17.1
\$256-285	0	0	6.5	2.9	0	2.6	0	1.0	0	.5	1.5	14.9
\$286-315	0	0	7.5	11.0	1.7	3.0	5.0	3.3	2.6	.6	2.0	36.7
\$316-345	0	0	2.0	10.9	7.5	4.3	4.4	4.8	.4	2.2	0	36.5
\$346-375	0	0	2.6	18.0	21.1	15.5	7.3	3.0	6.8	5.0	5.2	84.6
\$376-405	0	0	3.0	18.2	17.4	18.0	14.3	7.8	8.1	5.4	4.0	96.2
\$406-435	0	0	1.0	13.8	16.0	19.5	16.0	15.9	5.8	7.1	1.0	96.1
\$436+	0	0	0	11.2	47.8	108.9	96.3	85.1	59.8	28.0	17.0	454.1
TOTAL	0	.2	38.6	90.4	112.6	173.9	144.2	121.8	83.5	49.3	32.2	846.8

## ENROLL CHANGE 4

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	14.2	24.0	11.5	5.7	15.6	5.0	4.9	5.5	2.0	9.0	97.4
\$166-195	0	50.2	47.8	11.5	7.0	7.2	7.6	7.0	4.0	1.0	2.5	145.0
\$196-225	0	322.6	468.5	65.1	26.2	32.7	16.5	17.0	8.6	5.4	9.0	971.5
\$226-255	0	96.3	946.7	192.1	67.6	51.4	38.0	27.2	26.0	16.5	19.5	1481.4
\$256-285	0	2.6	510.8	366.8	105.2	67.8	63.7	39.5	26.0	24.5	25.5	1232.4
\$286-315	0	0	125.0	420.0	158.2	102.5	77.5	79.8	84.8	62.4	37.0	1147.3
\$316-345	0	1.5	23.2	288.5	209.6	170.2	113.2	98.3	113.1	102.8	50.1	1170.6
\$346-375	0	2.9	6.0	145.5	125.1	101.2	95.6	67.1	63.6	65.0	19.8	691.9
\$376-405	0	.6	4.4	85.3	157.7	89.5	97.2	68.8	57.2	49.6	33.0	643.3
\$406-435	0	.5	4.0	28.2	115.2	115.1	114.0	87.7	56.2	42.9	19.0	582.8
\$436+	0	3.4	13.8	28.5	171.0	279.1	283.7	284.6	176.3	132.1	83.3	1455.9
TOTAL	0	494.9	2174.3	1642.9	1148.4	1032.5	912.3	781.9	621.4	504.2	307.7	9620.5

## ENROLL CHANGE 4

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	14.2	24.0	12.5	5.7	15.6	5.0	4.9	5.5	2.0	10.0	99.4
\$166-195	0	50.2	48.8	11.5	7.0	7.2	8.6	7.0	4.0	1.0	2.5	147.9
\$196-225	0	322.8	473.9	65.4	26.2	32.7	16.5	17.0	8.6	5.4	9.5	978.0
\$226-255	0	96.3	956.3	195.1	68.6	53.4	38.0	28.2	26.0	17.0	19.5	1498.5
\$256-285	0	2.6	517.3	369.7	105.2	70.4	63.7	40.5	26.0	25.0	27.0	1247.4
\$286-315	0	0	132.5	431.0	159.9	105.6	82.5	83.1	87.4	63.0	39.0	1184.0
\$316-345	0	1.5	25.2	299.4	217.1	174.5	117.6	103.0	113.5	105.0	50.1	1207.1
\$346-375	0	2.9	8.6	163.5	146.2	116.8	102.9	70.1	70.5	70.0	25.0	776.6
\$376-405	0	.6	7.4	103.5	175.1	107.5	111.5	76.6	65.3	55.0	37.0	739.6
\$406-435	0	.5	5.0	42.0	131.2	134.6	130.0	103.6	62.0	50.0	20.0	678.9
\$436+	0	3.4	13.8	39.7	218.9	388.0	380.0	369.7	236.1	160.1	100.3	1910.0
TOTAL	0	495.1	2212.9	1733.3	1261.1	1206.4	1056.5	903.8	704.9	553.5	339.9	10467.4

## ENROLL CHANGE 5

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	0	1.0	0	1.0	0	0	0	0	0	.2	2.2
\$166-195	0	.6	0	1.0	0	0	1.0	0	0	0	0	2.6
\$196-225	0	1.0	2.3	0	0	0	0	0	0	.2	0	3.5
\$226-255	0	0	5.2	0	0	0	0	0	.2	.2	0	5.6
\$256-285	0	0	7.3	5.0	2.0	0	1.2	1.0	1.0	.0	.4	18.1
\$286-315	0	0	4.0	8.5	3.7	5.6	1.9	3.0	2.2	2.6	1.0	32.5
\$316-345	0	0	4.8	10.6	15.4	8.5	7.9	4.5	6.5	2.3	1.5	62.0
\$346-375	0	0	1.0	15.7	20.9	12.8	9.8	8.0	6.0	2.0	2.0	78.2
\$376-405	0	0	0	5.8	14.5	16.5	11.9	8.0	8.6	10.0	4.2	79.5
\$406-435	0	0	0	4.1	7.9	13.7	10.5	8.0	6.0	5.0	2.0	57.2
\$436+	0	0	0	13.2	68.6	78.8	114.6	103.6	58.4	40.0	21.0	498.3
TOTAL	0	1.6	25.7	64.0	134.0	135.9	158.8	136.1	88.9	62.3	32.3	839.6

## ENROLL CHANGE 5

## TOTAL INSTRUCTIONAL STAFF

421

WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	7.6	28.6	20.9	33.1	24.6	17.3	12.5	8.1	4.7	11.5	168.9
\$166-195	0	49.1	64.2	16.0	5.0	5.6	10.5	5.5	8.5	2.0	2.9	169.4
\$196-225	0	265.3	312.3	56.4	24.5	27.7	25.8	11.4	12.5	6.8	10.3	753.1
\$226-255	0	121.5	781.3	137.0	44.3	39.9	35.4	22.0	28.4	18.8	15.0	1243.8
\$256-285	0	2.2	637.7	298.0	72.4	82.8	67.7	43.0	34.7	30.6	28.9	1297.9
\$286-315	0	1.7	260.1	339.6	124.3	101.3	85.8	57.3	51.8	40.4	29.5	1092.0
\$316-345	0	.6	81.1	327.9	132.7	110.3	97.1	68.6	81.0	61.1	27.0	987.4
\$346-375	0	.6	20.8	227.0	181.5	144.1	100.9	97.0	77.0	64.8	31.0	944.7
\$376-405	0	3.2	8.5	168.6	217.4	174.7	118.6	103.2	78.4	70.5	38.8	982.0
\$406-435	0	.6	3.9	98.6	172.7	113.0	80.5	76.4	52.5	40.0	26.0	664.1
\$436+	0	1.3	10.8	50.7	358.3	453.1	435.0	296.9	190.2	98.3	54.0	1948.5
TOTAL	0	453.7	2209.4	1740.6	1366.2	1277.1	1074.7	793.8	623.2	438.2	274.9	10251.8

## ENROLL CHANGE 5

## TOTAL PROFESSIONAL STAFF

----- AGE IN YEARS -----												
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
\$0-165	0	7.6	29.6	20.9	34.1	24.6	17.3	12.5	8.1	4.7	11.7	171.1
\$166-195	0	49.7	64.2	17.0	5.0	5.6	11.5	5.5	8.5	2.0	2.9	172.0
\$196-225	0	266.3	314.7	56.4	24.5	27.7	25.8	11.4	12.5	7.0	10.3	756.6
\$226-255	0	121.5	786.5	137.0	44.3	39.9	35.4	22.0	28.6	19.0	15.0	1249.4
\$256-285	0	2.2	645.1	303.0	74.4	82.8	68.9	44.0	35.7	30.6	29.3	1316.0
\$286-315	0	1.7	264.1	348.1	128.0	106.9	87.8	60.3	54.0	43.0	30.5	1124.5
\$316-345	0	.6	85.9	338.5	148.1	118.8	105.0	73.1	87.5	63.4	28.5	1049.4
\$346-375	0	.6	21.8	242.6	202.4	156.9	110.7	105.0	83.0	66.8	33.0	1022.8
\$376-405	0	3.2	8.5	174.4	231.9	191.1	130.6	111.2	87.0	80.5	43.0	1061.5
\$406-435	0	.6	3.9	102.7	180.5	126.7	91.0	84.4	58.5	45.0	28.0	721.3
\$436+	0	1.3	10.8	63.9	426.9	531.9	549.6	400.5	248.6	138.3	75.0	2446.8
TOTAL	0	455.3	2235.0	1804.6	1500.2	1412.9	1233.6	930.0	712.1	500.5	307.2	11091.4

TABLE 3

## DIST.SIZE 1

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS								55
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	
\$0-165	0	0	0	0	0	0	0	0	
\$166-195	0	0	0	0	0	0	0	0	
\$196-225	0	0	0	0	0	0	0	0	
\$226-255	0	0	0	0	0	0	0	0	
\$256-285	0	0	.5	0	1.7	0	0	1.0	1.
\$286-315	0	0	.2	2.5	2.0	2.7	3.8	2.0	2.
\$316-345	0	0	3.0	4.8	5.3	4.5	4.8	3.0	3.
\$346-375	0	0	2.0	1.9	5.1	1.4	4.1	2.0	
\$376-405	0	0	0	0	2.0	2.0	.8	.2	
\$406-435	0	0	1.0	0	1.0	0	1.7	0	1.
\$436+	0	0	0	0	0	0	0	2.4	
TOTAL	0	0	6.7	9.3	17.2	10.7	15.2	10.6	9.

## DIST.SIZE 1

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS								55
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	
\$0-165	0	1.6	10.2	2.3	4.5	2.0	1.2	2.0	1.
\$166-195	0	13.5	19.9	2.5	1.0	1.6	1.0	4.0	5.
\$196-225	0	72.3	64.4	7.8	13.0	6.5	6.0	5.5	3.
\$226-255	0	26.1	116.9	30.6	12.1	14.5	10.0	10.6	7.
\$256-285	0	0	27.8	37.9	16.3	14.0	9.5	13.0	12.
\$286-315	0	1.2	2.8	9.6	23.0	15.7	22.2	21.0	21.
\$316-345	0	.5	2.5	4.3	4.8	2.5	3.2	5.0	6.
\$346-375	0	0	1.0	.1	.9	1.6	.9	1.0	
\$376-405	0	0	1.7	0	1.0	1.0	.3	.8	
\$406-435	0	0	2.3	1.2	.6	0	.3	0	
\$436+	0	.4	3.2	2.4	1.5	1.2	.4	.2	
TOTAL	0	115.7	252.9	98.6	78.8	60.5	55.0	63.1	57.

## DIST.SIZE 1

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS								55
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	
\$0-165	0	1.6	10.2	2.3	4.5	2.0	1.2	2.0	1.
\$166-195	0	13.5	19.9	2.5	1.0	1.6	1.0	4.0	5.
\$196-225	0	72.3	64.4	7.8	13.0	6.5	6.0	5.5	3.
\$226-255	0	26.1	116.9	30.6	12.1	14.5	10.0	10.6	7.
\$256-285	0	0	28.3	37.9	18.1	14.0	9.5	14.0	14.
\$286-315	0	1.2	3.0	12.1	25.0	18.4	26.0	23.0	23.
\$316-345	0	.5	5.5	9.1	10.1	7.0	8.0	8.0	
\$346-375	0	0	3.0	2.0	6.0	3.0	5.0	3.0	
\$376-405	0	0	1.7	0	3.0	3.0	1.0	1.0	
\$406-435	0	0	3.3	1.2	1.6	0	2.0	0	
\$436+	0	.4	3.2	2.4	1.5	1.2	.4	2.6	
TOTAL	0	115.7	259.5	107.9	96.0	71.2	70.2	73.7	6.

## DIST.SIZE 2

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	0	1.0	0	1.0	0	0	0	0	0	0
\$166-195	0	.6	0	1.0	0	0	0	0	0	0	0
\$196-225	0	0	.3	0	1.0	1.0	0	0	0	.0	.5
\$226-255	0	0	1.0	1.2	1.0	1.0	1.0	1.5	.2	.5	0
\$256-285	0	0	.5	4.7	2.6	1.0	.5	1.2	0	.0	.5
\$286-315	0	0	6.4	7.7	6.3	5.2	3.0	4.1	1.9	3.5	1.0
\$316-345	0	0	5.0	19.3	18.1	10.2	7.2	7.5	7.2	6.7	4.0
\$346-375	0	0	1.0	19.0	31.5	19.1	13.3	12.3	11.0	10.7	8.0
\$376-405	0	0	1.0	7.8	13.9	20.2	13.9	9.9	16.5	13.5	9.0
\$406-435	0	0	0	4.0	9.8	8.9	9.0	7.8	5.9	2.0	4.0
\$436+	0	0	0	2.7	5.8	3.0	6.0	5.0	4.0	1.0	2.0
TOTAL	0	.6	16.3	67.3	91.1	69.5	53.9	49.3	46.6	37.9	29.0

## DIST.SIZE 2

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	13.0	20.9	12.2	13.4	9.6	6.6	4.4	1.5	3.5	7.2
\$166-195	0	62.2	60.3	15.0	5.2	3.6	5.9	4.0	5.5	3.0	4.5
\$196-225	0	372.3	392.7	45.1	14.5	14.7	24.0	14.4	14.0	15.0	12.5
\$226-255	1.0	155.3	666.1	161.0	54.5	46.2	49.9	39.2	37.5	20.5	22.0
\$256-285	0	5.3	317.8	223.5	102.1	72.0	78.9	69.9	65.5	57.5	32.5
\$286-315	0	.4	30.9	168.3	116.4	96.9	91.5	102.1	102.1	84.4	39.0
\$316-345	0	1.2	5.8	50.9	42.6	81.2	85.9	65.2	78.8	61.7	24.0
\$346-375	0	3.9	1.6	9.0	25.0	35.3	26.2	34.4	23.0	13.3	10.4
\$376-405	0	2.1	5.2	.2	3.1	6.3	5.1	5.1	3.5	2.5	2.0
\$406-435	0	1.0	4.5	0	1.2	2.1	0	2.2	.1	0	0
\$436+	0	5.0	11.1	7.4	5.0	2.8	4.7	3.2	2.7	.4	.5
TOTAL	1.0	621.7	1517.0	692.7	437.9	371.0	378.8	344.0	334.3	261.8	154.8

## DIST.SIZE 2

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS										TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
\$0-165	0	13.0	21.9	12.2	14.4	9.6	6.6	4.4	1.5	3.5	7.2
\$166-195	0	62.8	60.3	16.0	5.2	3.6	5.9	4.0	5.5	3.0	4.5
\$196-225	0	372.3	393.0	45.1	20.5	15.7	24.0	14.4	14.0	15.0	13.0
\$226-255	1.0	155.3	667.1	162.2	55.5	47.2	50.9	40.7	37.6	21.0	22.0
\$256-285	0	5.3	318.3	228.2	104.7	73.0	79.4	71.1	65.5	57.6	33.0
\$286-315	0	.4	37.3	175.9	122.7	102.1	94.6	106.3	104.0	88.0	40.0
\$316-345	0	1.2	10.8	70.2	110.7	91.4	93.1	72.7	86.0	68.4	28.0
\$346-375	0	3.9	2.6	28.0	56.5	54.4	39.5	46.7	34.0	24.0	18.4
\$376-405	0	2.1	6.3	8.0	17.0	26.5	19.0	14.9	20.0	16.0	11.0
\$406-435	0	1.0	4.5	4.0	11.0	11.0	9.0	10.0	6.0	2.0	4.0
\$436+	0	5.0	11.1	10.0	10.8	5.8	10.7	8.2	6.7	1.4	2.5
TOTAL	1.0	622.4	1533.3	759.9	529.0	440.5	432.7	393.3	381.0	299.8	183.8

## DIST.SIZE 3

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	0	0	0	0	0	0	0	0	0	1.0	1.0
\$166-195	0	0	0	0	0	0	1.0	0	0	0	0	1.0
\$196-225	0	2.0	1.0	1.0	.5	0	0	0	0	0	0	4.6
\$226-255	0	.5	3.4	1.0	1.0	0	0	0	1.0	0	0	6.9
\$256-285	0	0	3.1	1.8	.5	1.0	.3	1.0	0	1.0	0	8.7
\$286-315	0	0	1.0	6.7	2.3	4.0	2.0	4.0	2.5	1.4	3.0	27.0
\$316-345	0	0	.7	11.4	12.3	6.8	6.1	2.0	1.4	5.4	2.3	48.3
\$346-375	0	0	3.0	20.4	18.9	17.8	13.3	8.0	4.8	4.0	3.0	93.3
\$376-405	0	0	0	11.4	21.6	20.9	15.2	8.8	7.0	7.0	4.2	96.1
\$406-435	0	0	0	12.0	18.0	22.9	22.5	16.8	11.0	5.0	4.0	112.2
\$436+	0	0	1.0	7.2	15.0	27.3	27.5	37.0	26.0	13.2	6.6	160.8
TOTAL	0	2.5	13.2	72.9	90.1	100.7	87.8	77.6	53.7	37.0	24.1	559.4

## DIST.SIZE 3

## TOTAL INSTRUCTIONAL STAFF

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	11.6	28.9	10.2	18.1	10.3	4.5	8.0	9.5	1.0	9.5	111.6
\$166-195	0	38.1	56.7	13.1	4.0	8.2	10.3	11.6	8.0	7.0	10.0	167.0
\$196-225	0	418.5	612.4	68.2	22.9	21.4	17.5	24.0	18.0	8.6	11.5	1223.1
\$226-255	0	208.7	958.8	251.5	69.4	44.0	27.4	33.6	30.5	30.5	34.4	1689.0
\$256-285	1.0	4.6	490.6	389.5	140.9	83.4	59.9	44.0	37.0	33.0	39.3	1323.3
\$286-315	0	1.0	99.0	334.3	184.1	129.7	100.6	90.6	94.1	69.5	33.0	1136.0
\$316-345	0	2.2	16.9	181.6	245.8	202.3	145.8	148.0	157.2	147.8	42.2	1293.8
\$346-375	0	4.1	2.4	50.7	132.6	127.1	102.3	85.0	79.2	75.0	31.0	689.3
\$376-405	0	2.2	6.0	28.8	62.4	59.9	57.9	50.2	34.0	25.5	14.8	341.7
\$406-435	0	.6	3.0	8.2	15.1	20.7	19.9	17.6	10.0	7.0	2.0	103.9
\$436+	0	4.9	9.7	19.8	13.5	13.4	17.9	6.9	4.8	1.8	3.1	95.8
TOTAL	1.0	696.6	2284.4	1355.8	908.8	720.5	564.1	519.6	486.3	406.7	230.9	8174.7

## DIST.SIZE 3

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	11.6	28.9	10.2	18.1	10.3	4.5	8.0	9.5	1.0	10.5	112.4
\$166-195	0	38.1	56.7	13.1	4.0	8.2	11.3	11.6	8.0	7.0	10.0	168.0
\$196-225	0	420.6	613.5	69.2	23.4	21.4	17.5	24.0	18.0	8.6	11.5	1227.7
\$226-255	0	209.2	962.2	252.5	70.4	44.0	27.4	33.6	31.5	30.5	34.4	1695.9
\$256-285	1.0	4.6	493.7	391.3	141.4	84.4	60.2	45.0	37.0	34.0	39.3	1332.0
\$286-315	0	1.0	100.0	341.0	186.5	133.7	102.6	94.6	96.6	71.0	36.0	1163.0
\$316-345	0	2.2	17.6	192.9	258.1	209.1	151.9	150.0	162.5	153.2	44.5	1342.1
\$346-375	0	4.1	5.4	71.1	151.5	144.9	115.5	93.1	84.0	79.0	34.0	782.6
\$376-405	0	2.2	6.0	40.2	84.0	80.8	73.1	59.0	41.0	32.5	17.0	437.8
\$406-435	0	.6	3.0	20.2	33.1	43.6	42.4	34.4	21.0	12.0	6.0	216.1
\$436+	0	4.9	10.7	27.0	28.4	40.7	45.5	43.9	30.8	15.0	9.7	256.6
TOTAL	1.0	699.1	2297.6	1428.7	998.9	821.2	651.9	597.3	540.0	443.8	255.0	8734.5



DIST.SIZE 4

## TOTAL ADMINISTRATION

WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	0	1.0	.6	0	0	0	0	0	0	.2	1.8
\$166-195	0	0	1.0	0	0	0	2.0	0	0	0	0	3.0
\$196-225	0	1.2	8.4	1.3	1.0	0	0	1.0	0	0	0	13.0
\$226-255	0	1.2	10.5	1.0	2.0	0	1.7	0	0	0	0	16.4
\$256-285	0	0	6.6	5.9	2.8	1.0	4.0	2.0	.5	0	0	22.8
\$286-315	0	0	4.2	8.0	12.1	4.0	2.5	1.9	.2	1.1	1.0	35.6
\$316-345	0	0	2.2	17.3	19.7	14.5	9.4	4.7	2.0	0	1.0	70.8
\$346-375	0	0	4.6	33.7	31.0	17.6	11.3	3.7	5.8	2.8	2.6	113.2
\$376-405	0	0	0	37.1	47.1	37.3	25.2	18.3	6.1	8.2	1.2	180.4
\$406-435	0	0	0	26.1	47.9	42.1	31.8	31.3	14.9	12.6	10.7	217.9
\$436+	0	0	.4	51.0	163.8	235.9	252.0	185.5	100.1	59.7	45.0	1093.5
TOTAL	0	2.4	38.9	182.7	327.3	352.4	339.9	248.5	129.7	84.3	61.7	1767.9

DIST.SIZE 4

## TOTAL INSTRUCTIONAL STAFF

	AGE IN YEARS											TOTAL
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	31.4	71.6	63.2	53.8	52.5	36.5	12.7	9.5	4.8	22.2	358.2
\$166-195	0	157.2	117.5	35.0	21.2	22.4	8.9	5.5	8.4	8.5	12.5	397.2
\$196-225	0	815.3	1520.9	197.2	113.1	83.0	59.3	28.5	17.2	9.5	31.5	2975.6
\$226-255	0	385.8	2348.8	489.7	152.3	110.1	70.4	39.6	30.5	27.0	38.2	3692.4
\$256-285	1.0	7.2	1700.9	860.9	215.2	142.2	118.7	60.0	43.7	21.0	35.4	3206.4
\$286-315	0	2.5	711.9	1049.7	337.8	216.8	157.2	120.5	91.2	93.5	65.3	2836.3
\$316-345	0	2.7	220.3	932.0	468.4	339.3	255.2	193.8	198.0	152.5	96.3	2958.5
\$346-375	0	1.2	61.8	607.3	503.9	395.9	294.1	222.5	206.2	182.7	61.2	2536.8
\$376-405	0	4.1	16.8	384.8	508.4	398.4	305.4	234.4	186.9	167.2	84.8	2291.1
\$406-435	0	0	7.6	206.3	419.0	299.0	195.1	164.7	106.1	68.4	47.3	1513.4
\$436+	0	6.9	31.7	144.3	755.3	929.2	739.6	472.8	261.5	145.3	81.5	3568.2
TOTAL	1.0	1414.3	6809.9	4960.4	3548.4	2988.9	2240.5	1554.9	1159.0	880.3	576.3	26134.2

DIST.SIZE 4

## TOTAL PROFESSIONAL STAFF

WEEKLY SALARY	AGE IN YEARS											TOTAL
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
\$0-165	0	31.4	72.6	63.8	53.8	52.5	36.5	12.7	9.5	4.8	22.4	360.0
\$166-195	0	157.2	118.5	35.0	21.2	22.4	10.9	5.5	8.4	8.5	12.5	400.2
\$196-225	0	816.6	1529.3	198.5	114.1	83.0	59.3	29.5	17.2	9.5	31.5	2888.5
\$226-255	0	387.0	2359.3	490.7	154.3	110.1	72.1	39.6	30.5	27.0	38.2	3708.8
\$256-285	1.0	7.2	1707.5	866.8	218.0	143.2	122.7	62.0	44.2	21.0	35.4	3229.2
\$286-315	0	2.5	716.2	1048.3	349.8	220.8	159.7	122.4	91.4	94.6	66.3	2871.9
\$316-345	0	2.7	222.5	949.3	488.1	353.9	264.6	198.4	200.0	152.5	97.3	2929.3
\$346-375	0	1.2	66.4	641.1	534.9	413.5	305.4	226.2	212.0	185.4	63.8	2650.0
\$376-405	0	4.1	16.8	421.9	555.5	435.7	330.6	252.7	192.9	175.3	86.0	2471.6
\$406-435	0	0	7.6	232.4	466.8	341.1	227.0	196.0	121.0	81.0	58.0	1730.9
\$436+	0	6.9	32.1	195.3	919.1	1165.1	991.7	658.3	361.6	205.0	126.5	4661.7
TOTAL	1.0	1416.8	6848.8	5143.2	3875.8	3341.3	2580.4	1803.4	1288.7	964.7	638.0	27902.1

## DIST.SIZE 5

## TOTAL ADMINISTRATION

	AGE IN YEARS											
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
\$0-165	0	0	0	1.0	0	0	0	0	0	0	0	1.0
\$166-195	0	0	0	0	0	0	0	0	0	0	0	0
\$196-225	0	0	3.4	0	0	0	0	0	0	0	0	3.4
\$226-255	0	0	12.8	2.0	0	2.0	0	1.0	0	0	0	17.8
\$256-285	0	0	9.2	3.6	0	1.6	.2	0	0	0	1.0	15.6
\$286-315	0	0	6.2	11.0	0	1.0	1.0	2.0	1.0	0	0	22.2
\$316-345	0	0	.8	7.2	2.0	0	1.0	2.1	1.0	0	0	14.1
\$346-375	0	0	1.0	6.7	6.3	4.2	2.0	0	1.0	0	2.0	23.3
\$376-405	0	0	2.0	7.0	6.2	3.0	5.6	2.0	.8	1.0	1.0	28.6
\$406-435	0	0	0	6.8	5.0	10.1	5.0	4.9	1.9	1.0	1.0	35.7
\$436+	0	0	0	13.4	51.0	90.7	99.8	97.2	63.2	37.0	22.0	474.4
TOTAL	0	0	35.4	58.7	70.5	112.6	114.6	109.2	68.9	39.0	27.0	636.1

## DIST.SIZE 5

## TOTAL INSTRUCTIONAL STAFF

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WEEKLY SALARY	AGE IN YEARS										TOTAL	
	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64		65+
\$0-165	0	2.0	3.0	3.0	3.7	1.6	1.0	0	2.5	0	0	16.8
\$166-195	0	2.6	6.0	3.0	2.0	1.0	3.0	2.0	1.0	0	0	20.6
\$196-225	0	104.6	190.7	37.2	12.0	17.1	6.0	5.0	0	1.4	2.0	376.0
\$226-255	0	17.0	587.7	83.9	32.6	23.5	21.0	8.0	7.0	1.0	4.5	786.2
\$256-285	0	0	410.6	183.5	56.0	38.4	38.9	20.5	5.0	5.0	16.0	774.0
\$286-315	0	0	108.4	267.7	56.3	43.5	28.5	20.2	18.0	5.0	13.5	561.1
\$316-345	0	0	12.7	225.9	91.5	59.0	48.0	46.9	47.5	49.0	27.0	607.6
\$346-375	0	0	2.6	121.8	71.7	46.0	41.0	33.5	28.5	20.0	13.0	378.1
\$376-405	0	1.2	1.6	63.9	156.7	102.3	104.5	71.0	62.5	55.0	39.0	657.7
\$406-435	0	0	1.8	23.2	98.5	97.6	106.0	82.7	54.6	49.0	24.0	537.5
\$436+	0	0	6.7	15.5	164.7	241.1	274.3	305.2	211.9	158.7	103.1	1481.3
TOTAL	0	127.3	1331.9	1028.6	745.8	671.2	672.2	595.0	438.6	344.1	242.1	6197.0

## DIST.SIZE 5

## TOTAL PROFESSIONAL STAFF

	----- AGE IN YEARS -----											
WEEKLY SALARY	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
\$0-165	0	2.0	3.0	4.0	3.7	1.6	1.0	0	2.5	0	0	17.8
\$166-195	0	2.6	6.0	3.0	2.0	1.0	3.0	2.0	1.0	0	0	20.6
\$196-225	0	104.6	194.1	37.2	12.0	17.1	6.0	5.0	0	1.4	2.0	379.4
\$226-255	0	17.0	600.5	85.9	32.6	25.5	21.0	9.0	7.0	1.0	4.5	804.0
\$256-285	0	0	419.9	187.1	56.0	40.0	39.1	20.5	5.0	5.0	17.0	789.6
\$286-315	0	0	114.6	218.7	56.3	44.5	29.5	22.2	19.0	5.0	13.5	583.3
\$316-345	0	0	13.5	233.1	93.5	59.0	49.0	49.0	48.5	49.0	27.0	621.7
\$346-375	0	0	3.6	128.5	78.0	50.2	43.0	33.5	29.5	20.0	15.0	401.4
\$376-405	0	1.2	3.6	70.9	162.9	105.3	110.1	73.0	63.3	56.0	40.0	686.3
\$406-435	0	0	1.8	30.0	103.5	107.8	111.0	87.6	56.5	50.0	25.0	573.2
\$436+	0	0	6.7	28.9	215.8	331.8	374.1	402.4	275.1	195.7	125.1	1955.7
TOTAL	0	127.3	1367.4	1087.4	816.4	783.8	786.9	704.2	507.5	383.1	269.1	6833.2



TABLE 4

REGION 01

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	0	0	0	0
5-9	0	0	1.0	0	2.0	0	0	3.0
10-14	0	0	0	0	1.5	0	0	1.5
15-19	0	0	0	0	5.0	0	.7	5.7
20-24	0	0	0	0	4.0	2.0	0	6.0
25-29	0	0	.5	0	5.1	0	1.0	6.6
30-35	0	0	0	0	4.5	0	1.0	5.5
35+	0	0	0	0	5.0	0	0	5.0
TOTAL	0	0	1.5	0	27.1	2.0	2.7	33.3

REGION 01

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	1.5	0	2.8	0	0	4.3
5-9	.9	0	5.0	0	10.2	1.0	.0	17.1
10-14	0	0	3.4	0	11.7	1.0	2.0	18.1
15-19	0	0	4.0	0	14.6	.7	1.0	20.3
20-24	.5	0	2.7	0	9.7	2.0	0	14.9
25-29	0	0	4.0	0	12.3	1.0	1.0	18.3
30-35	0	0	2.0	0	6.3	.8	1.0	10.1
35+	0	0	1.7	0	9.7	0	0	11.4
TOTAL	1.4	0	24.4	0	77.4	6.5	5.0	114.6

REGION 01

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	1.0	0	113.7	0	0	0	0	114.7
5-9	2.5	2.3	114.2	0	4.0	0	0	123.0
10-14	2.5	1.0	45.5	0	3.0	0	0	53.0
15-19	4.3	2.0	60.5	0	0	0	0	66.8
20-24	4.5	3.0	34.8	0	1.3	0	0	43.6
25-29	3.0	5.0	20.9	0	.4	0	0	29.3
30-35	1.0	2.0	17.5	0	2.0	.2	0	22.7
35+	2.0	4.0	15.2	0	.5	0	0	21.7
TOTAL	21.8	19.3	422.3	0	11.2	.2	0	474.9

## REGION 01

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	5.4	0	187.0	0	3.9	0	0	196.3
5-9	2.7	0	196.9	0	18.8	0	0	218.4
10-14	.6	0	80.1	0	20.2	0	0	100.9
15-19	.4	0	55.9	0	12.2	.3	0	68.9
20-24	0	0	29.4	0	6.2	0	0	35.7
25-29	0	0	18.3	1.0	5.1	0	0	24.4
30-35	0	0	10.1	0	1.1	0	0	11.2
35+	0	0	4.4	0	4.0	0	0	8.4
TOTAL	9.1	0	582.1	1.0	71.5	.3	0	664.2

## REGION 01

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	9.6	0	387.2	0	9.0	0	0	405.8
5-9	7.7	4.8	371.5	0	32.8	0	1.0	417.8
10-14	5.3	2.0	151.7	0	26.9	1.0	1.0	187.9
15-19	5.4	2.0	136.3	0	19.3	.3	0	163.4
20-24	5.5	3.0	79.6	0	8.7	0	0	96.8
25-29	4.0	5.0	48.2	1.0	7.3	0	0	65.5
30-35	1.0	2.0	31.6	0	5.7	.2	0	40.5
35+	3.0	4.0	24.5	1.0	5.7	0	0	38.2
TOTAL	41.5	22.8	1230.6	2.0	115.4	1.5	2.0	1415.9

## REGION 01

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	9.6	0	388.7	0	11.9	0	0	410.2
5-9	8.6	4.8	376.5	0	43.0	1.0	1.0	435.0
10-14	5.3	2.0	155.1	0	38.6	2.0	3.0	206.0
15-19	5.4	2.0	140.3	0	33.9	1.0	1.0	183.6
20-24	6.0	3.0	82.3	0	18.4	2.0	0	111.7
25-29	4.0	5.0	52.3	1.0	19.6	1.0	1.0	83.9
30-35	1.0	2.0	33.6	0	12.0	1.0	1.0	50.6
35+	3.0	4.0	26.2	1.0	15.4	0	0	49.6
TOTAL	42.9	22.8	1255.0	2.0	192.8	8.0	7.0	1530.5

REGION 02

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING					SPECIALIST DEGREE
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	
0-4	0	0	0	0	0	0
5-9	0	0	0	0	1.0	0
10-14	0	0	0	0	2.0	0
15-19	0	0	1.0	0	1.0	0
20-24	0	0	0	0	2.7	0
25-29	0	0	0	0	1.8	0
30-35	0	0	1.0	0	1.0	0
35+	0	0				0
TOTAL	0	0	2.0	0	9.5	0

REGION 02

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING					SPECIALIST DEGREE
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	
0-4	0	0	.6	0	3.5	0
5-9	0	0	3.2	0	5.1	0
10-14	0	0	3.0	0	4.0	0
15-19	0	0	3.0	0	9.3	0
20-24	0	0	2.0	0	2.0	0
25-29	0	0	0	0	8.8	0
30-35	0	0	1.0	0	2.8	0
35+	0	0	4.6	0	5.2	0
TOTAL	0	0	17.5	0	40.8	0

REGION 02

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING					SPECIALIST DEGREE
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	
0-4	1.0	0	61.7	0	0	0
5-9	0	1.0	52.5	0	2.8	0
10-14	0	0	23.0	0	7.0	0
15-19	2.0	1.0	28.9	0	2.0	0
20-24	5.0	2.0	17.0	0	0	0
25-29	1.0	4.0	14.0	0	1.0	0
30-35	0	4.0	11.0	0	2.0	0
35+	0	4.0	8.0	0	0	0
TOTAL	9.0	16.0	216.1	0	14.8	0

## REGION 02

## SECONDARY CLASSROOM TEACHER

## TRAINING

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	5.0	0	82.4	0	.5	0	0	87.9
5-9	0	0	91.6	0	12.1	0	0	103.7
10-14	0	0	69.7	0	6.6	0	0	76.3
15-19	0	0	39.6	0	16.8	0	0	56.3
20-24	2.0	0	20.9	0	10.0	0	0	32.9
25-29	0	0	16.8	0	4.2	0	0	21.0
30-35	0	0	6.3	0	2.2	0	0	8.5
35+	2.0	0	3.4	0	4.3	0	0	9.7
TOTAL	9.0	0	330.7	0	56.6	0	0	396.3

## REGION 02

## TOTAL INSTRUCTIONAL STAFF

## TRAINING

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	8.0	1.0	199.8	0	5.5	0	0	214.3
5-9	1.6	1.0	186.7	0	19.9	0	0	209.2
10-14	2.0	0	106.2	0	19.1	0	0	127.2
15-19	3.0	1.0	82.0	0	20.8	0	0	106.7
20-24	8.5	2.0	46.6	0	12.0	0	0	69.0
25-29	1.0	5.0	37.0	0	8.2	0	0	51.2
30-35	0	4.0	21.0	0	4.2	0	0	29.2
35+	2.0	4.0	15.0	0	5.8	0	0	26.8
TOTAL	26.1	18.0	694.2	0	95.4	0	0	833.7

## REGION 02

## TOTAL PROFESSIONAL STAFF

## TRAINING

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	8.0	1.0	200.4	0	9.0	0	0	218.4
5-9	1.6	1.0	189.9	0	25.0	0	1.0	218.5
10-14	2.0	0	109.2	0	23.1	0	1.0	135.3
15-19	3.0	1.0	85.0	0	30.0	0	0	119.0
20-24	8.5	2.0	48.6	0	14.0	0	0	73.0
25-29	1.0	5.0	37.0	0	17.0	0	0	60.0
30-35	0	4.0	22.0	0	7.0	0	0	33.0
35+	2.0	4.0	19.6	0	11.0	0	0	36.6
TOTAL	26.1	18.0	711.6	0	136.1	0	2.0	893.9

## REGION 03

## SUPERINTENDENT

----- TRAINING -----								
YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	0	0	0	1.0	0	0	1.0
5-9	0	0	0	0	2.5	0	0	2.5
10-14	0	0	0	0	4.0	0	1.0	5.0
15-19	0	0	0	0	4.8	0	2.0	6.8
20-24	0	0	0	0	2.0	0	0	2.0
25-29	0	0	0	0	2.0	0	2.0	4.0
30-35	0	0	0	0	7.0	0	0	7.0
35+	0	0	0	0	5.0	0	0	5.0
TOTAL	0	0	0	0	28.3	0	5.0	33.3

## REGION 03

## TOTAL ADMINISTRATION

----- TRAINING -----								
YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	1.0	4.1	0	3.0	0	0	8.1
5-9	0	0	10.3	0	15.1	1.0	1.0	27.4
10-14	1.0	0	9.0	0	33.6	1.0	2.0	46.6
15-19	0	0	18.5	0	54.7	1.0	4.0	78.1
20-24	0	0	10.3	0	50.8	1.0	1.0	63.1
25-29	0	0	7.8	0	25.5	0	3.0	36.3
30-35	0	0	3.6	0	16.2	0	0	19.8
35+	0	0	10.4	0	10.0	0	0	20.4
TOTAL	1.0	1.0	74.0	0	208.9	4.0	11.0	299.9

## REGION 03

## ELEM. CLASSROOM TEACHER

----- TRAINING -----								
YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	1.0	1.0	173.5	0	5.0	0	0	180.5
5-9	2.5	1.0	322.4	0	40.4	0	0	366.3
10-14	1.0	2.0	217.4	1.0	50.8	0	0	272.3
15-19	5.0	5.0	139.0	1.0	39.9	0	0	189.9
20-24	6.0	12.0	116.2	0	9.5	0	0	143.7
25-29	2.0	7.0	64.5	0	9.1	0	0	82.6
30-35	2.0	5.0	50.2	1.0	5.0	0	0	63.2
35+	1.0	7.0	50.8	0	7.5	0	0	66.3
TOTAL	20.5	40.0	1134.0	3.0	167.2	0	0	1364.7

## REGION 03

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	10.8	0	342.3	0	16.5	0	0	369.6
5-9	1.4	1.0	431.2	0	74.5	0	0	508.1
10-14	1.0	0	287.6	0	92.8	0	0	381.4
15-19	2.0	.2	190.3	0	108.2	0	0	300.7
20-24	0	0	114.7	2.6	78.2	1.0	0	196.5
25-29	0	0	80.2	0	47.9	0	1.0	129.1
30-35	0	0	41.8	0	25.8	0	1.0	68.7
35+	0	0	27.2	.5	14.4	0	0	42.1
TOTAL	15.2	1.2	1515.3	3.1	458.5	1.0	2.0	1996.3

## REGION 03

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	12.1	1.0	677.0	0	33.4	0	0	723.5
5-9	5.4	2.5	917.3	0	140.7	0	0	1065.8
10-14	3.0	3.0	586.6	1.0	183.4	0	1.5	778.5
15-19	8.0	7.2	394.3	1.0	180.7	0	0	591.1
20-24	9.0	13.0	276.6	4.0	118.2	1.0	0	421.8
25-29	3.0	9.0	167.0	2.0	72.2	0	1.0	254.2
30-35	4.0	6.0	106.5	1.0	37.6	0	1.0	156.1
35+	1.0	8.0	97.2	.5	29.5	0	0	136.1
TOTAL	45.5	49.7	3222.4	9.5	795.6	1.0	3.5	4127.2

## REGION 03

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	12.1	2.0	681.1	0	36.4	0	0	731.6
5-9	5.4	2.5	927.6	0	155.8	1.0	1.0	1093.3
10-14	4.0	3.0	595.6	1.0	217.1	1.0	3.5	825.2
15-19	8.0	7.2	412.7	1.0	235.3	1.0	4.0	669.3
20-24	9.0	13.0	286.9	4.0	169.0	2.0	1.0	484.9
25-29	3.0	9.0	174.8	2.0	97.7	0	4.0	290.5
30-35	4.0	6.0	110.0	1.0	53.8	0	1.0	175.8
35+	1.0	8.0	107.6	.5	39.5	0	0	156.6
TOTAL	46.5	50.7	3296.4	9.5	1004.5	5.0	14.5	4427.1

REGION 04

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	0	0	0	0	0	0	0
5-9	0	0	0	0	3.0	0	4.0
10-14	0	0	0	0	1.0	0	1.0
15-19	0	0	1.0	0	1.0	1.0	4.0
20-24	0	0	0	0	4.0	0	4.0
25-29	0	0	1.0	0	7.0	0	8.0
30-35	0	0	0	0	6.0	0	6.0
35+	0	0	5.7	0	7.0	0	12.7
TOTAL	0	0	7.7	0	29.0	1.0	39.7

REGION 04

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	0	0	3.8	0	.3	1.0	6.1
5-9	0	0	8.0	0	16.2	0	25.2
10-14	0	0	3.5	0	19.5	2.0	25.0
15-19	0	0	12.0	0	15.5	1.0	29.5
20-24	1.0	0	6.1	0	13.4	0	22.5
25-29	0	0	10.4	0	21.8	0	32.3
30-35	0	0	1.9	0	8.0	0	9.9
35+	0	.0	12.0	0	13.9	0	25.9
TOTAL	1.0	.0	59.8	0	108.6	4.0	177.4

REGION 04

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	1.0	.4	137.6	0	1.0	0	140.0
5-9	3.3	3.0	179.3	0	8.0	0	193.6
10-14	2.8	.5	92.4	2.0	5.0	0	102.7
15-19	7.9	1.0	80.2	0	4.0	0	93.1
20-24	8.0	5.5	71.5	0	2.0	0	87.0
25-29	2.0	8.0	64.0	1.0	1.0	0	76.0
30-35	4.0	2.0	37.1	0	5.0	0	48.1
35+	3.0	2.0	32.3	1.0	1.0	0	39.3
TOTAL	32.1	22.4	694.5	4.0	27.0	0	779.9



REGION 04

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	6.8	.5	257.4	0	7.1	0	0	271.8
5-9	.4	0	282.1	1.0	35.4	0	0	319.9
10-14	0	0	147.1	1.0	24.5	0	1.0	172.6
15-19	0	0	114.1	2.0	44.7	0	0	160.8
20-24	0	0	50.5	1.0	35.6	0	0	87.1
25-29	0	0	44.0	0	21.8	0	0	65.8
30-35	0	0	15.2	1.0	4.8	0	0	21.0
35+	0	0	16.8	0	7.1	0	0	23.9
TOTAL	7.2	.5	927.2	6.0	181.1	0	1.0	1123.1

REGION 04

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	10.4	2.4	535.3	0	22.1	0	0	570.3
5-9	6.7	3.0	546.9	2.0	57.5	2.0	1.0	619.1
10-14	3.3	2.5	286.1	5.0	39.7	1.0	0	337.7
15-19	10.9	2.0	230.1	3.0	61.5	0	0	307.6
20-24	10.0	5.5	144.6	1.0	48.1	0	0	209.2
25-29	2.0	9.0	129.4	1.5	33.1	0	0	175.1
30-35	4.0	3.0	59.5	1.0	12.0	0	0	79.5
35+	3.0	2.0	51.1	1.0	12.1	0	0	69.2
TOTAL	50.4	29.4	1983.2	14.5	286.3	3.0	1.0	2367.8

REGION 04

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	10.4	2.4	537.1	0	22.4	1.0	1.0	576.4
5-9	6.7	3.0	554.9	2.0	73.7	2.0	2.0	644.3
10-14	3.3	2.5	289.6	5.0	59.2	3.0	1.0	363.7
15-19	10.9	2.0	242.1	3.0	77.0	1.0	1.0	337.0
20-24	11.0	5.5	152.7	1.0	61.6	0	0	231.8
25-29	2.0	9.0	139.9	1.5	55.0	0	0	207.4
30-35	4.0	3.0	61.4	1.0	20.0	0	0	89.4
35+	3.0	2.0	63.2	1.0	26.0	0	0	95.2
TOTAL	51.4	29.4	2042.9	14.5	395.0	7.0	5.0	2545.2

## REGION 05

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	1.0	0	0	1.0
5-9	0	0	0	0	2.0	0	1.0	3.0
10-14	0	0	0	0	0	0	0	0
15-19	0	0	0	0	2.0	1.0	0	3.0
20-24	0	0	0	0	3.0	0	0	3.0
25-29	0	0	2.0	0	5.0	0	0	7.0
30-35	0	0	0	0	1.0	1.0	0	2.0
35+	0	0	1.0	0	5.0	0	0	6.0
TOTAL	0	0	3.0	0	19.0	2.0	1.0	25.0

## REGION 05

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	4.5	0	0	4.5
5-9	0	0	6.9	0	13.5	0	1.0	21.4
10-14	0	0	5.6	0	16.1	1.0	0	22.6
15-19	0	0	8.5	0	13.2	1.0	0	22.6
20-24	0	0	2.5	.3	6.0	0	0	6.7
25-29	0	0	8.8	0	11.8	0	0	20.5
30-35	0	0	5.2	0	3.0	1.0	0	9.2
35+	0	0	5.7	.5	7.0	0	0	13.2
TOTAL	0	0	43.2	.8	75.1	3.0	1.0	123.0

## REGION 05

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	2.0	0	136.0	1.0	1.5	0	0	140.5
5-9	.5	3.5	113.9	0	6.0	0	0	123.9
10-14	2.0	1.0	44.5	0	5.9	0	0	53.3
15-19	4.0	0	49.0	1.0	4.0	0	0	58.0
20-24	6.5	2.5	40.3	0	2.0	0	0	51.3
25-29	5.0	2.0	28.5	0	1.0	0	0	36.5
30-35	2.0	0	13.0	0	0	0	0	15.0
35+	5.0	2.0	28.0	.5	1.0	0	0	36.5
TOTAL	27.0	11.0	453.2	2.5	21.4	0	0	515.1

REGION 05

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	----- TRAINING -----					
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIAL DEGREE
0-4	7.3	0	199.1	0	5.0	0
5-9	0	0	219.7	0	16.5	0
10-14	0	0	103.2	0	16.6	0
15-19	0	0	65.8	0	15.7	0
20-24	0	0	41.9	1.7	11.2	0
25-29	0	0	29.7	0	6.2	0
30-35	0	0	13.8	0	3.0	0
35+	0	0	13.8	0	3.0	0
TOTAL	7.3	0	687.1	1.7	77.2	0

REGION 05

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	----- TRAINING -----					
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIAL DEGREE
0-4	9.3	1.0	437.8	1.0	16.0	0
5-9	2.5	4.5	414.8	0	37.5	0
10-14	2.0	1.0	176.9	0	30.8	0
15-19	4.0	0	131.6	1.0	25.8	1.0
20-24	8.0	3.5	100.1	1.7	18.1	0
25-29	7.0	2.0	71.0	1.0	12.2	0
30-35	2.0	0	36.8	0	5.0	0
35+	6.0	2.0	42.3	.5	9.0	0
TOTAL	40.8	14.0	1411.3	5.2	154.5	1.0

REGION 05

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	----- TRAINING -----					
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIAL DEGREE
0-4	9.3	1.0	437.8	1.0	20.5	0
5-9	2.5	4.5	421.7	0	51.0	0
10-14	2.0	1.0	182.5	0	47.0	1.0
15-19	4.0	0	140.1	1.0	39.0	2.0
20-24	8.0	3.5	102.6	2.0	24.1	0
25-29	7.0	2.0	79.7	1.0	24.0	0
30-35	2.0	0	42.0	0	8.0	1.0
35+	6.0	2.0	48.0	1.0	16.0	0
TOTAL	40.8	14.0	1454.5	6.0	229.5	4.0

REGION 06

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	1.0	1.0	1.0	3.0
5-9	0	0	1.0	0	4.0	.5	0	5.5
10-14	0	0	0	0	3.0	0	0	3.0
15-19	0	0	0	0	4.0	1.0	0	5.0
20-24	0	0	0	0	8.5	1.0	0	9.5
25-29	0	0	0	0	6.0	0	0	6.0
30-35	0	0	2.0	0	3.0	0	0	5.0
35+	0	0	1.0	0	3.9	0	0	4.9
TOTAL	0	0	4.0	0	33.4	3.5	1.0	41.9

REGION 06

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	3.2	.3	9.0	2.0	1.0	15.5
5-9	0	0	11.7	0	28.9	1.0	0	41.6
10-14	0	0	3.5	0	21.0	.9	1.0	26.4
15-19	0	.0	5.1	0	19.5	1.0	0	25.6
20-24	0	0	6.0	0	19.2	1.0	0	26.2
25-29	0	0	6.5	0	11.0	0	0	17.5
30-35	1.0	0	4.4	0	7.0	0	0	12.4
35+	.5	.2	4.9	1.0	7.3	0	0	13.9
TOTAL	1.5	.2	45.3	1.3	122.9	5.9	2.0	179.0

REGION 06

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	1.0	0	181.8	0	1.0	0	0	183.8
5-9	7.0	5.0	171.9	0	5.3	0	0	189.2
10-14	3.0	3.0	73.0	0	2.0	0	0	81.0
15-19	6.0	8.5	61.8	0	3.5	0	0	81.7
20-24	8.5	6.0	55.0	0	3.0	0	0	72.5
25-29	6.0	9.0	42.0	0	1.0	0	0	58.0
30-35	6.0	3.0	19.6	0	0	0	0	28.6
35+	3.5	3.8	20.5	0	3.0	0	0	30.8
TOTAL	43.0	38.3	625.6	0	18.8	0	0	725.7

## REGION 06

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	5.6	0	292.2	.7	8.0	0	0	306.5
5-9	2	0	303.9	1.0	26.4	0	0	331.5
10-14	0	0	136.2	0	44.9	.1	0	181.3
15-19	0	0	99.2	0	32.6	0	0	131.8
20-24	0	0	49.6	0	13.4	0	0	63.0
25-29	0	1.0	28.3	0	18.0	0	0	47.3
30-35	0	0	7.8	0	4.4	0	0	12.2
35+	0	0	6.7	1.0	4.7	0	0	12.4
TOTAL	5.8	1.0	924.0	2.7	152.4	.1	0	1086.0

## REGION 06

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	6.6	0	589.0	.7	15.0	0	0	611.3
5-9	8.2	7.5	579.1	1.0	47.5	0	0	643.3
10-14	4.0	5.0	249.1	0	64.6	1.1	0	323.9
15-19	10.0	9.0	186.4	0	45.3	0	0	250.7
20-24	8.5	6.0	129.0	1.0	25.8	0	0	170.3
25-29	9.0	12.0	82.6	0	22.6	0	0	126.2
30-35	7.0	4.0	37.6	0	7.0	0	0	55.6
35+	4.6	4.3	33.1	1.0	10.7	0	0	53.7
TOTAL	57.9	47.8	1885.9	3.7	238.6	1.1	0	2235.1

## REGION 06

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	6.6	0	592.2	1.0	24.0	2.0	1.0	626.8
5-9	8.2	7.5	590.8	1.0	76.4	1.0	0	684.9
10-14	4.0	5.0	252.7	0	85.6	2.0	1.0	350.3
15-19	10.0	9.0	191.5	0	64.8	1.0	0	276.3
20-24	8.5	6.0	135.0	1.0	45.0	1.0	0	196.5
25-29	9.0	12.0	89.0	0	33.6	0	0	143.6
30-35	8.0	4.0	42.0	0	14.0	0	0	68.0
35+	5.1	4.5	38.0	2.0	18.0	0	0	67.6
TOTAL	59.4	48.0	1931.3	5.0	361.5	7.0	2.0	2414.2

REGION 07

SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	0	0	0	0
5-9	0	0	0	0	2.0	0	1.0	3.0
10-14	0	0	0	0	2.0	2.0	0	4.0
15-19	0	0	0	0	3.0	1.0	2.0	6.0
20-24	0	0	0	0	2.0	1.0	1.0	4.0
25-29	0	0	2.0	0	10.0	0	0	12.0
30-35	0	0	1.8	0	0	0	0	1.8
35+	0	0	1.0	0	7.0	2.0	0	10.0
TOTAL	0	0	4.8	0	26.0	6.0	4.0	40.8

REGION 07

TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	3.7	0	5.6	0	1.0	10.3
5-9	0	0	9.4	0	22.7	2.0	1.0	35.1
10-14	0	0	12.5	0	43.4	4.0	2.0	61.9
15-19	0	0	9.0	0	42.1	1.0	3.0	55.1
20-24	0	0	9.6	0	14.3	1.0	1.0	25.9
25-29	0	0	8.3	0	22.5	1.0	1.0	32.9
30-35	0	0	3.4	1.0	5.1	0	0	9.5
35+	0	0	6.7	0	11.5	2.0	0	20.2
TOTAL	0	0	62.6	1.0	167.3	11.0	9.0	250.9

REGION 07

ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	2.5	0	390.7	0	2.5	0	0	395.7
5-9	4.3	2.0	353.7	1.0	23.5	0	0	384.6
10-14	1.0	6.0	111.0	0	13.5	0	0	131.5
15-19	5.0	6.0	62.5	0	7.0	0	0	80.5
20-24	6.0	5.0	40.0	0	5.0	0	0	64.0
25-29	6.0	12.5	59.1	0	1.0	0	0	78.6
30-35	5.0	10.0	34.0	0	1.0	0	0	50.0
35+	5.0	6.5	19.5	0	2.0	0	0	33.0
TOTAL	34.8	48.0	1078.6	1.0	55.5	0	0	1217.9

REGION 07

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	6.2	0	451.5	0	17.1	0	0	474.8
5-9	0	0	571.5	1.0	103.8	0	0	676.3
10-14	0	0	205.7	0	74.2	0	0	279.9
15-19	0	0	92.5	1.0	33.0	0	0	126.5
20-24	1.0	0	52.6	1.0	17.4	0	0	72.0
25-29	0	0	42.3	0	13.5	0	0	55.8
30-35	0	0	12.2	0	3.9	0	0	16.1
35+	0	0	8.8	0	5.8	0	0	14.6
TOTAL	7.2	0	1437.1	3.0	268.7	0	0	1716.0

REGION 07

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	10.6	0	1109.4	0	36.1	.4	1.0	1157.5
5-9	5.3	4.0	1114.5	2.0	176.8	0	0	1302.7
10-14	2.0	7.0	376.0	0	110.9	1.0	0	496.9
15-19	7.0	7.0	190.9	2.0	55.2	0	0	262.1
20-24	8.0	6.0	123.4	1.0	32.7	0	0	171.1
25-29	6.0	12.5	120.3	0	20.9	0	0	159.7
30-35	5.0	11.0	53.8	0	7.9	0	0	77.7
35+	6.0	7.5	37.3	0	9.9	0	0	60.7
TOTAL	49.9	55.0	3125.6	5.0	450.4	1.4	1.0	3688.4

REGION 07

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	10.6	0	1113.1	0	41.7	.4	2.0	1167.8
5-9	5.3	4.0	1123.9	2.0	199.5	2.0	1.0	1337.8
10-14	2.0	7.0	388.5	0	154.3	5.0	2.0	558.8
15-19	7.0	7.0	199.9	2.0	97.4	1.0	3.0	317.3
20-24	8.0	6.0	133.0	1.0	47.0	1.0	1.0	197.0
25-29	6.0	12.5	128.6	0	43.4	1.0	1.0	192.6
30-35	5.0	11.0	57.2	1.0	13.0	0	0	87.2
35+	6.0	7.5	44.0	0	21.4	2.0	0	80.8
TOTAL	49.9	55.0	3188.2	6.0	617.7	12.4	10.0	3939.3

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REGION 08

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	0	0	0	0
5-9	0	0	0	0	4.5	0	.3	4.8
10-14	0	0	0	0	0	1.0	0	1.0
15-19	1.0	0	0	0	2.0	0	1.0	4.0
20-24	0	1.0	0	0	6.7	0	1.0	8.7
25-29	0	0	0	0	4.0	0	0	4.4
30-35	0	0	.4	0	7.0	0	0	8.0
35+	0	0	1.0	0	7.5	0	0	7.5
TOTAL	1.0	1.0	1.4	0	31.7	1.0	2.3	38.4

REGION 08

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	1.0	.8	0	1.5	0	0	3.3
5-9	0	0	4.4	0	25.9	1.0	.7	32.0
10-14	0	0	5.0	0	16.7	1.0	1.0	23.7
15-19	1.0	0	3.0	0	19.5	0	1.0	24.5
20-24	0	1.0	2.9	0	12.5	1.0	1.0	18.4
25-29	0	0	3.4	0	19.1	0	0	22.5
30-35	0	0	2.2	0	12.0	0	0	14.2
35+	0	0	2.2	0	13.0	0	0	15.2
TOTAL	1.0	2.0	23.9	0	120.2	3.0	3.7	153.8

REGION 08

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	1.0	3.5	131.7	0	1.5	0	0	137.7
5-9	6.9	2.5	101.1	0	3.0	0	0	113.5
10-14	7.0	4.0	64.7	0	1.5	0	0	77.2
15-19	3.5	5.0	61.8	0	3.0	0	0	73.3
20-24	2.5	4.0	54.2	0	4.2	0	0	66.9
25-29	5.0	5.0	49.8	0	0	0	0	59.8
30-35	1.0	6.0	34.0	0	1.0	0	0	42.0
35+	3.0	6.0	25.8	0	0	1.0	0	35.8
TOTAL	29.9	36.0	523.2	0	16.2	1.0	0	606.3

## REGION 08

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	5.4	0	273.7	0	8.0	0	287.1
5-9	1.0	0	312.8	.2	25.5	0	339.5
10-14	1.0	0	131.3	0	22.5	0	154.8
15-19	0	0	63.3	0	21.9	0	85.2
20-24	0	0	36.9	0	12.4	0	49.2
25-29	0	0	35.8	0	10.2	0	46.0
30-35	0	0	15.8	0	6.0	0	21.8
35+	0	0	11.8	0	3.7	0	15.5
TOTAL	7.4	0	881.5	.2	110.2	0	999.2

## REGION 08

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	7.6	3.5	431.4	0	13.5	0	506.0
5-9	12.3	3.0	493.5	.2	41.5	0	550.8
10-14	6.0	4.5	223.0	0	33.9	0	269.4
15-19	7.5	5.5	157.1	0	35.1	0	205.2
20-24	4.5	5.6	113.8	0	23.5	1.0	148.4
25-29	6.0	5.0	95.6	0	13.9	0	120.5
30-35	2.0	6.0	51.8	0	7.0	0	66.8
35+	3.0	6.0	49.4	0	6.2	1.0	65.6
TOTAL	50.9	39.1	1665.5	.2	174.7	2.0	1932.7

## REGION 08

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	7.6	4.5	482.2	0	15.0	0	509.3
5-9	12.3	3.0	497.9	.2	67.4	1.0	582.8
10-14	8.0	4.5	228.0	0	50.6	1.0	293.1
15-19	8.5	5.5	160.1	0	54.6	0	229.7
20-24	4.5	6.6	116.5	0	36.0	2.0	166.8
25-29	6.0	5.0	99.0	0	33.0	0	143.0
30-35	2.0	6.0	54.0	0	19.0	0	81.0
35+	3.0	6.0	51.6	0	19.2	1.0	80.8
TOTAL	51.9	41.1	1689.5	.2	294.9	5.0	2086.5

## REGION 09

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
							0
0-4	0	0	0	0	0	0	1.3
5-9	0	0	0	0	1.3	0	5.0
10-14	0	0	0	0	4.0	0	7.0
15-19	0	0	1.0	0	5.0	0	7.0
20-24	0	0	1.0	0	5.0	0	11.0
25-29	0	0	1.0	0	8.0	2.0	7.0
30-35	0	0	1.0	0	6.0	0	5.7
35+	0	0	3.0	0	1.7	1.0	
TOTAL	0	0	7.0	0	31.0	3.0	44.0

## REGION 09

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
							6.4
0-4	0	0	2.6	0	3.8	0	24.8
5-9	0	0	5.9	0	16.9	2.0	38.4
10-14	0	0	8.0	0	27.4	2.0	37.0
15-19	0	0	9.7	0	24.4	2.0	29.1
20-24	0	0	7.4	0	20.7	0	22.3
25-29	0	0	3.3	0	16.0	2.0	17.5
30-35	0	0	4.8	0	11.7	1.0	22.3
35+	0	0	8.9	1.0	11.4	1.0	
TOTAL	0	0	50.6	1.0	132.3	10.0	197.8

## REGION 09

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
							204.6
0-4	3.0	0	200.6	0	1.0	0	206.5
5-9	6.5	4.0	182.0	1.0	13.0	0	91.0
10-14	1.0	2.0	79.0	0	8.0	1.0	98.4
15-19	4.0	5.0	71.9	0	17.5	0	72.7
20-24	5.0	3.5	57.9	1.0	5.3	0	63.1
25-29	4.0	4.0	44.0	0	11.1	0	33.0
30-35	3.0	5.0	23.0	0	2.0	0	39.0
35+	2.0	1.0	29.0	0	7.0	0	
TOTAL	28.5	24.5	687.4	2.0	64.9	1.0	808.3

## REGION 09

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	NO DEGREE	TRAINING						TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	1.5	0	309.7	0	14.4	0	.3	325.9
5-9	.6	0	331.1	0	55.6	1.0	1.0	389.3
10-14	0	0	154.8	0	59.6	0	0	214.4
15-19	0	0	95.5	1.0	51.7	1.0	0	149.2
20-24	1.0	0	55.6	0	21.0	0	1.0	78.6
25-29	0	0	46.4	1.0	28.1	1.0	0	76.5
30-35	0	0	16.3	0	9.9	0	0	26.2
35+	1.0	0	15.1	0	6.7	0	0	22.8
TOTAL	4.1	0	1024.6	2.0	247.0	3.0	2.3	1283.0

## REGION 09

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING						TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	7.5	1.0	637.4	0	24.7	0	.3	670.9
5-9	7.6	4.0	603.8	1.0	96.0	1.0	2.4	715.8
10-14	1.0	3.0	276.3	0	82.7	2.0	0	365.0
15-19	4.0	5.0	207.3	1.0	87.3	3.0	1.0	308.6
20-24	7.0	3.5	134.4	1.0	39.3	0	1.0	186.2
25-29	5.0	4.0	106.1	1.0	49.6	1.0	1.0	167.7
30-35	4.0	5.0	47.2	0	16.3	0	0	72.5
35+	3.0	1.0	53.1	0	18.8	0	0	75.9
TOTAL	39.1	26.5	2065.6	4.0	414.8	7.0	5.7	2562.7

## REGION 09

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING						TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	7.5	1.0	640.0	0	28.5	0	.3	677.3
5-9	7.6	4.0	609.7	1.0	112.9	3.0	2.4	740.6
10-14	1.0	3.0	284.3	0	110.1	4.0	1.0	403.4
15-19	4.0	5.0	217.0	1.0	111.7	5.0	2.0	345.7
20-24	7.0	3.5	141.8	1.0	60.0	0	2.0	215.3
25-29	5.0	4.0	109.4	1.0	65.6	3.0	2.0	190.0
30-35	4.0	5.0	52.0	0	28.0	1.0	0	90.0
35+	3.0	1.0	62.0	1.0	30.2	1.0	0	98.2
TOTAL	39.1	26.5	2116.2	5.0	547.0	17.0	9.7	2760.5

## REGION 10

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	0	0	0	0	0	1.0	1.0
5-9	0	0	0	0	1.0	1.0	5.0
10-14	0	0	1.0	0	2.8	0	5.8
15-19	0	0	1.0	0	6.0	1.0	9.0
20-24	0	0	1.0	0	6.0	2.0	8.0
25-29	0	0	1.0	0	6.0	1.0	10.0
30-35	0	0	1.0	0	6.0	0	7.0
35+	0	0	2.0	0	9.0	0	7.0
TOTAL	0	0	7.0	0	30.8	4.0	52.8

## REGION 10

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	0	0	1.5	0	2.2	0	5.7
5-9	0	0	13.4	0	36.6	2.0	55.0
10-14	1.0	0	10.6	1.0	52.3	2.7	73.6
15-19	0	0	10.7	0	48.7	3.0	65.5
20-24	0	0	8.0	0	32.2	0	42.2
25-29	0	0	4.5	0	30.5	6.0	46.0
30-35	0	0	5.5	0	21.2	0	27.7
35+	0	0	6.5	1.0	19.6	1.0	29.1
TOTAL	1.0	0	60.7	2.0	245.4	14.7	344.7

## REGION 10

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	1.0	1.0	297.4	0	9.0	0	308.4
5-9	7.0	5.0	571.4	0	46.0	0	629.4
10-14	2.5	3.0	151.0	0	35.3	.3	192.2
15-19	1.0	7.0	114.0	0	21.0	0	143.0
20-24	3.0	3.0	90.7	0	10.0	0	106.7
25-29	1.0	3.0	99.7	0	9.0	1.0	113.7
30-35	3.0	1.0	56.8	1.0	9.2	0	71.0
35+	0	2.5	66.0	0	11.0	0	79.5
TOTAL	18.5	25.5	1446.9	1.0	150.6	1.3	1643.8

## REGION 10

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	7.6	0	516.5	0	24.9	0	0	549.1
5-9	3.0	0	573.2	1.0	150.1	0	0	727.3
10-14	0	0	204.8	1.0	171.5	0	0	377.3
15-19	1.0	0	131.2	0	153.3	0	0	285.5
20-24	1.0	0	79.2	0	69.0	0	0	149.2
25-29	0	0	57.2	0	41.2	1.0	0	99.4
30-35	0	0	13.2	0	13.6	0	0	26.8
35+	0	0	18.1	0	17.4	0	0	35.5
TOTAL	12.6	0	1593.4	2.0	641.1	1.0	0	2250.1

## REGION 10

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	17.6	3.0	1059.5	0	66.2	0	2.0	1148.4
5-9	12.4	7.0	1371.7	1.0	260.3	2.0	1.6	1656.1
10-14	2.5	5.0	427.1	1.0	254.0	.3	0	689.9
15-19	3.0	7.0	317.7	0	221.3	1.0	0	550.0
20-24	5.0	4.0	210.3	0	108.0	1.0	0	328.3
25-29	1.0	4.0	184.5	1.0	68.5	3.0	1.0	262.9
30-35	4.0	1.0	94.4	2.0	40.8	0	0	142.2
35+	1.0	2.5	94.1	1.0	41.4	0	0	140.0
TOTAL	46.5	33.5	3759.3	6.0	1060.6	7.3	4.6	4917.8

## REGION 10

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	17.6	3.0	1061.0	0	68.4	0	4.0	1154.0
5-9	12.4	7.0	1385.1	1.0	299.0	4.0	2.6	1711.1
10-14	3.5	5.0	437.6	2.0	306.4	3.0	6.0	763.5
15-19	3.0	7.0	328.5	0	270.0	4.0	3.0	615.4
20-24	5.0	4.0	218.3	0	140.2	1.0	2.0	370.5
25-29	1.0	4.0	189.0	1.0	99.0	9.0	6.0	309.0
30-35	4.0	1.0	99.9	2.0	62.0	0	1.0	169.9
35+	1.0	2.5	100.6	2.0	61.0	1.0	1.0	169.1
TOTAL	47.5	33.5	3820.0	8.0	1306.0	22.0	25.6	5262.6

## REGION 11

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	0	0	1.0	0	0	0	2.0
5-9	0	0	1.0	0	2.0	1.0	3.0
10-14	0	0	0	0	0	0	0
15-19	0	0	0	0	2.0	0	2.0
20-24	0	0	0	0	4.0	1.0	5.0
25-29	0	0	1.0	0	6.0	1.0	7.0
30-35	0	0	1.0	0	1.0	1.0	2.0
35+	0	0	2.0	0	3.0	1.0	6.0
TOTAL	0	0	6.0	0	18.0	5.0	29.0

## REGION 11

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	0	0	26.6	1.0	33.8	1.0	61.4
5-9	1.0	0	94.2	0	106.2	9.6	201.0
10-14	1.0	0	68.2	0	136.9	14.0	210.1
15-19	1.0	0	80.7	0	177.4	25.6	284.7
20-24	0	0	59.9	0	176.4	26.8	263.1
25-29	1.0	0	52.9	0	171.7	16.0	341.6
30-35	1.0	0	19.0	0	65.6	4.0	89.6
35+	1.0	1.0	25.2	0	71.1	3.0	100.3
TOTAL	6.0	1.0	426.7	1.0	939.2	100.0	1563.9

## REGION 11

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	8.5	1.0	1152.5	1.0	26.1	2.0	1180.1
5-9	7.0	2.5	2484.0	1.0	128.5	1.0	2613.0
10-14	0	6.0	1096.6	0	150.5	2.0	1255.1
15-19	1.0	8.0	606.5	0	87.5	1.0	703.0
20-24	7.5	6.5	382.0	0	58.0	1.0	445.0
25-29	12.0	14.0	235.0	1.0	45.0	0	297.0
30-35	5.0	5.0	113.0	0	25.0	0	143.0
35+	4.0	11.0	129.0	0	14.5	0	158.5
TOTAL	45.0	54.0	6198.5	3.0	535.1	7.0	6847.1



## REGION 11

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	41.9	1.0	1508.2	0	187.1	0	1.0	1739.3
5-9	9.0	1.0	2401.7	1.0	476.6	3.8	4.0	2697.1
10-14	1.0	1.0	1079.0	0	502.6	3.6	3.4	1590.6
15-19	0	0	781.5	0	577.7	3.6	4.8	1367.7
20-24	0	0	410.4	0	332.1	2.2	2.0	746.6
25-29	0	0	320.2	2.0	229.5	2.0	3.0	556.6
30-35	0	0	100.0	0	60.8	2.0	1.0	163.8
35+	0	1.0	81.5	0	53.9	0	2.0	138.4
TOTAL	51.9	4.0	6682.6	3.0	2420.3	17.2	21.2	9200.1

## REGION 11

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	68.3	7.0	3445.8	2.5	398.6	9.0	2.0	3933.2
5-9	32.2	7.5	5985.4	2.0	957.8	18.4	12.0	7015.4
10-14	6.0	10.0	2682.4	2.0	850.4	11.6	11.4	3573.8
15-19	15.0	12.0	1726.5	2.6	907.2	12.4	17.0	2692.7
20-24	15.0	9.5	974.1	2.0	582.0	12.2	5.0	1599.8
25-29	19.0	18.0	682.3	4.0	388.3	3.0	9.0	1123.6
30-35	8.0	8.0	276.2	0	133.3	3.0	1.0	429.4
35+	4.0	13.0	256.1	0	110.1	1.0	3.0	387.2
TOTAL	167.6	85.0	16028.7	15.1	4327.8	70.6	60.4	26755.2

## REGION 11

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	68.3	7.0	3472.4	3.5	432.4	10.0	13.0	4006.6
5-9	33.2	7.5	6079.7	2.0	1064.0	28.0	36.0	7250.4
10-14	7.0	10.0	2750.6	2.0	987.4	25.6	24.4	3807.0
15-19	16.0	12.0	1807.1	2.6	1084.6	38.0	53.0	3013.4
20-24	15.0	9.5	1034.0	2.0	758.5	39.0	24.0	1882.0
25-29	20.0	18.0	735.1	4.0	560.0	19.0	29.0	1365.1
30-35	9.0	8.0	295.1	0	198.9	7.0	12.0	530.0
35+	5.0	14.0	281.3	0	181.2	4.0	9.0	494.5
TOTAL	173.6	86.0	16455.5	16.1	5267.0	170.6	200.4	22369.1

## STATE TOTAL

## SUPERINTENDENT

## TRAINING

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	0	1.0	0	3.0	1.0	4.0	9.0
5-9	0	0	3.0	0	26.3	2.5	7.3	39.2
10-14	0	0	1.0	0	19.3	3.0	5.0	28.3
15-19	1.0	0	4.0	0	36.8	5.0	10.7	57.5
20-24	0	1.0	2.0	0	46.2	5.0	10.0	64.2
25-29	0	0	8.9	0	61.8	5.0	7.0	82.7
30-35	0	0	7.8	0	43.3	2.0	5.0	58.2
35+	0	0	16.7	0	51.1	4.0	1.0	72.7
TOTAL	1.0	1.0	44.4	0	287.8	27.5	50.0	411.7

## STATE TOTAL

## ASST. SUPERINTENDENT

## TRAINING

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	0	0	1.0	5.0	0	3.0	9.0
5-9	1.0	0	6.9	0	10.0	1.5	10.0	29.4
10-14	0	0	3.2	0	5.0	1.0	3.0	12.2
15-19	1.0	0	3.2	0	20.3	2.0	7.0	33.5
20-24	1.0	0	4.0	0	21.2	3.0	3.0	32.2
25-29	0	0	3.5	0	23.5	2.0	6.0	35.0
30-35	0	0	1.0	0	5.5	1.0	2.0	9.5
35+	1.0	0	4.5	0	11.0	1.0	1.0	18.5
TOTAL	4.0	0	26.3	1.0	101.5	11.5	35.0	179.3

## STATE TOTAL

## KINDERGARTEN

## TRAINING

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	3.5	1.0	293.9	0	5.5	0	0	303.9
5-9	5.0	4.0	390.0	0	10.0	0	0	409.0
10-14	1.5	6.0	185.9	1.0	7.0	0	.5	201.9
15-19	8.0	5.0	139.1	0	13.5	0	0	165.6
20-24	3.0	5.0	94.5	0	8.5	0	0	111.0
25-29	3.5	4.0	57.5	0	7.0	0	0	72.0
30-35	2.0	7.0	36.5	0	6.0	0	0	51.5
35+	1.0	2.5	24.0	0	2.5	0	0	30.0
TOTAL	27.5	34.5	1221.4	1.0	60.0	0	.5	1344.8

## STATE TOTAL

## ELEM. PRINCIPALS + ASST.

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	1.8	0	9.8	1.0	0	12.7
5-9	0	0	23.0	0	71.6	3.5	2.0	100.1
10-14	1.0	0	32.5	0	130.0	13.7	5.0	182.3
15-19	0	.0	42.2	0	120.0	6.9	7.3	176.5
20-24	.5	0	40.8	0	75.3	9.1	4.9	130.7
25-29	0	0	38.5	0	75.2	8.0	3.0	124.7
30-35	1.0	0	12.4	1.0	37.3	3.8	1.0	56.5
35+	.5	1.2	30.3	1.5	38.5	1.0	1.0	74.0
TOTAL	3.0	1.2	221.5	2.5	557.9	47.0	24.3	857.4

## STATE TOTAL

## SEC. PRINCIPALS + ASST.

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	2.9	0	23.2	2.0	5.0	33.1
5-9	.9	0	27.2	0	96.3	8.0	6.0	138.3
10-14	1.0	0	16.5	1.0	124.6	8.9	13.0	164.9
15-19	0	0	19.1	0	148.9	13.3	8.0	189.3
20-24	0	0	15.7	0	132.3	9.8	4.0	161.8
25-29	0	0	19.5	0	117.3	9.0	8.0	153.8
30-35	0	0	9.2	0	40.8	0	2.0	52.0
35+	0	0	14.5	1.0	43.8	1.0	1.0	61.3
TOTAL	1.9	0	124.5	2.0	727.1	52.0	47.0	954.5

## STATE TOTAL

## OTHER ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	2.0	42.7	.3	29.1	0	4.0	78.0
5-9	0	0	112.4	0	95.2	4.1	5.4	217.1
10-14	1.0	0	79.2	0	103.8	3.0	4.0	191.0
15-19	0	0	95.7	0	112.7	9.0	17.0	234.4
20-24	0	0	56.9	.3	82.3	5.9	3.1	148.4
25-29	1.0	0	39.6	0	73.3	2.0	7.0	122.8
30-35	1.0	0	22.5	0	32.0	0	3.0	58.5
35+	0	0	23.1	1.0	35.2	0	3.0	62.3
TOTAL	3.0	2.0	472.0	1.5	563.6	24.0	46.4	1112.5

## STATE TOTAL

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	2.0	48.4	1.3	70.0	4.0	16.0	141.7
5-9	1.9	0	172.6	0	299.4	19.6	30.7	524.1
10-14	3.0	0	132.5	1.0	382.7	29.5	30.0	578.7
15-19	2.0	0	164.1	0	438.8	36.3	50.0	691.2
20-24	1.5	1.0	119.4	.3	357.2	32.8	25.0	537.2
25-29	1.0	0	109.9	0	351.1	26.0	31.0	519.0
30-35	2.0	0	52.8	1.0	159.0	6.8	13.0	234.6
35+	1.5	1.2	89.0	3.5	179.6	7.0	7.0	288.8
TOTAL	12.9	4.2	888.7	7.0	2237.9	162.0	202.7	3515.4

## STATE TOTAL

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	23.0	6.9	2977.4	2.0	48.6	2.0	0	3059.9
5-9	47.6	31.8	4646.5	3.0	280.5	1.0	.5	5010.9
10-14	23.8	28.5	1998.1	3.0	282.5	3.3	3.0	2342.2
15-19	45.7	48.5	1336.0	2.0	189.4	1.0	1.0	1623.6
20-24	62.5	53.0	967.5	1.0	102.3	1.0	0	1187.3
25-29	47.0	73.5	721.6	2.0	79.7	1.0	0	924.7
30-35	32.0	43.0	409.3	2.0	52.2	.2	0	538.7
35+	28.5	49.8	424.1	1.5	47.5	1.0	0	552.4
TOTAL	310.1	335.0	13480.4	16.5	1082.6	10.5	4.5	15239.7

## STATE TOTAL

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	103.6	1.5	4420.2	.7	292.6	0	1.3	4619.9
5-9	18.3	2.0	5715.6	5.2	995.3	4.8	6.5	6747.8
10-14	3.6	1.0	2599.5	2.0	1036.0	3.7	3.4	3649.3
15-19	3.4	.2	1729.0	4.0	1067.8	4.9	4.8	2814.2
20-24	5.0	0	941.6	6.3	606.5	3.2	3.0	1565.6
25-29	0	1.0	719.2	4.0	425.7	4.0	4.0	1157.8
30-35	0	0	252.7	1.0	135.5	2.0	2.0	393.2
35+	3.0	1.0	207.9	1.5	125.0	0	2.0	340.4
TOTAL	137.0	6.7	16585.7	24.8	4684.4	22.7	27.0	21488.3

## STATE TOTAL

## OTHER INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	37.6	10.5	1868.2	1.5	293.9	7.4	4.0	2222.7
5-9	31.1	11.0	1833.1	1.0	582.5	17.6	12.3	2488.7
10-14	10.2	7.5	757.8	3.0	371.2	11.0	7.0	1167.6
15-19	20.7	4.0	556.1	4.6	388.9	11.8	12.2	998.3
20-24	18.5	3.6	328.8	4.4	299.1	11.0	3.0	668.4
25-29	12.5	7.0	225.7	5.5	184.5	2.0	8.0	445.3
30-35	7.0	0	117.9	1.0	83.1	1.0	0	210.0
35+	4.1	1.0	97.2	2.0	84.2	1.0	1.0	190.6
TOTAL	141.6	44.6	5784.8	23.0	2287.2	62.8	47.5	8391.6

## STATE TOTAL

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	167.8	19.9	9559.6	4.2	640.2	9.4	5.3	10406.4
5-9	102.0	48.8	12585.2	9.2	1868.4	23.4	19.3	14656.4
10-14	39.1	43.0	5541.3	9.0	1698.6	18.1	13.9	7361.0
15-19	77.8	57.7	3760.3	10.6	1659.6	17.7	18.0	5601.7
20-24	89.0	61.6	2332.4	11.7	1016.5	15.2	6.0	3532.4
25-29	63.0	85.5	1724.0	11.5	698.8	7.0	12.0	2599.8
30-35	41.0	50.0	816.4	4.0	276.8	3.2	2.0	1193.3
35+	36.0	54.3	753.2	5.0	259.3	2.0	3.0	1113.3
TOTAL	616.3	420.8	37072.4	65.3	8114.2	96.0	79.5	46464.4

## STATE TOTAL

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	167.8	21.9	9608.0	5.5	710.2	13.4	21.3	10548.1
5-9	103.9	48.8	12757.8	9.2	2167.7	43.0	50.0	15180.5
10-14	42.1	43.0	5673.8	10.0	2079.4	47.6	43.9	7939.8
15-19	79.8	57.7	3924.4	10.6	2098.4	54.0	68.0	6292.9
20-24	90.5	62.6	2451.8	12.0	1373.7	48.0	31.0	4069.6
25-29	64.0	85.5	1833.9	11.5	1047.9	33.0	43.0	3118.8
30-35	43.0	50.0	869.2	5.0	435.8	10.0	15.0	1428.0
35+	38.1	55.5	842.2	8.5	438.9	9.0	10.0	1402.1
TOTAL	629.1	425.0	37961.1	72.4	10352.1	258.0	282.1	49979.8

TABLE 5

ENROLL CHANGE 1

SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	1.0	0	1.0	0	0	2.0
5-9	0	0	0	0	4.0	0	3.0	7.0
10-14	0	0	0	0	1.0	1.0	0	2.0
15-19	0	0	0	0	3.0	0	1.0	4.0
20-24	0	1.0	1.0	0	8.0	2.0	2.0	14.0
25-29	0	0	3.0	0	10.0	1.0	1.0	15.0
30-35	0	0	1.0	0	4.0	0	1.0	6.0
35+	0	0	1.0	0	5.0	2.0	0	8.0
TOTAL	0	1.0	7.0	0	36.0	6.0	8.0	58.0

ENROLL CHANGE 1

TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	9.3	0	13.6	0	1.0	23.9
5-9	1.0	0	33.6	0	46.6	2.0	7.0	90.1
10-14	0	0	25.2	1.0	77.4	9.7	5.0	118.3
15-19	0	0	33.5	0	72.5	4.0	5.0	115.0
20-24	0	1.0	18.6	0	50.6	7.0	3.0	80.2
25-29	0	0	11.2	0	34.4	4.0	2.0	51.5
30-35	0	0	10.3	0	16.1	0	1.0	27.4
35+	0	0	13.4	0	17.2	2.0	0	32.4
TOTAL	1.0	1.0	155.1	1.0	328.3	28.7	24.0	539.0

ENROLL CHANGE 1

ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	2.0	1.0	864.5	1.0	11.5	1.0	0	881.0
5-9	13.3	9.0	971.7	1.0	27.0	0	0	1021.9
10-14	1.0	9.0	375.0	0	27.8	.3	0	413.1
15-19	4.0	9.0	179.2	0	12.2	0	0	204.4
20-24	9.0	5.5	95.5	0	7.0	0	0	117.0
25-29	9.0	14.0	81.0	1.0	3.0	0	0	108.0
30-35	4.0	6.0	44.0	1.0	5.2	0	0	60.2
35+	6.0	7.0	39.2	0	4.0	0	0	56.2
TOTAL	48.2	60.5	2650.1	4.0	97.7	1.3	0	2861.9

## ENROLL CHANGE 1

## SECONDARY CLASSROOM TEACHER

----- TRAINING -----								
YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	6.8	0	1037.3	0	81.3	0	.3	1125.7
5-9	1.6	0	1127.0	1.0	173.8	1.0	.5	1304.9
10-14	0	0	388.8	0	154.0	2.0	0	544.8
15-19	0	0	251.2	1.0	123.0	1.0	0	376.2
20-24	0	0	122.3	1.0	41.4	0	0	164.7
25-29	0	0	82.4	0	25.5	0	0	107.9
30-35	0	0	27.6	0	9.7	0	0	37.3
35+	1.0	0	23.6	0	12.7	0	0	37.3
TOTAL	9.4	0	3060.3	3.0	621.3	4.0	.8	3698.8

## ENROLL CHANGE 1

## TOTAL INSTRUCTIONAL STAFF

----- TRAINING -----								
YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	16.0	3.0	2424.2	1.0	166.9	3.4	1.3	2615.8
5-9	20.5	15.0	2532.4	2.0	288.6	4.0	1.0	2863.6
10-14	2.0	11.5	939.1	1.0	239.6	2.3	1.0	1196.5
15-19	9.0	11.0	536.9	2.0	180.0	1.0	0	739.9
20-24	11.0	7.5	268.4	1.0	73.4	0	0	361.3
25-29	9.0	16.0	195.2	1.0	42.6	0	0	263.8
30-35	5.0	9.0	93.6	1.0	22.9	0	0	131.5
35+	8.0	7.0	68.2	0	25.8	0	0	109.0
TOTAL	80.5	80.0	7058.0	9.0	1039.9	10.7	3.3	8281.4

## ENROLL CHANGE 1

## TOTAL PROFESSIONAL STAFF

----- TRAINING -----								
YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	16.0	3.0	2433.5	1.0	180.5	3.4	2.3	2639.6
5-9	21.5	15.0	2566.0	2.0	335.2	6.0	8.0	2953.7
10-14	2.0	11.5	964.3	2.0	317.0	12.0	6.0	1314.8
15-19	9.0	11.0	570.4	2.0	252.5	5.0	5.0	854.9
20-24	11.0	8.5	287.0	1.0	124.0	7.0	3.0	441.5
25-29	9.0	16.0	206.4	1.0	77.0	4.0	2.0	315.4
30-35	5.0	9.0	104.0	1.0	39.0	0	1.0	159.0
35+	8.0	7.0	81.6	0	43.0	2.0	0	141.5
TOTAL	81.5	81.0	7213.1	10.0	1368.2	39.4	27.3	8820.4



## ENROLL CHANGE 2

## SUPERINTENDENT

## TRAINING

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	0	0	0	0	0	0	0
5-9	0	0	0	0	1.0	0	0	1.0
10-14	0	0	1.0	0	1.0	1.0	1.0	4.0
15-19	0	0	0	0	5.0	0	0	5.0
20-24	0	0	0	0	2.0	0	2.0	4.0
25-29	0	0	0	0	5.0	1.0	1.0	7.0
30-35	0	0	0	0	2.8	0	2.0	4.8
35+	0	0	2.0	0	4.0	0	0	6.0
TOTAL	0	0	3.0	0	20.8	2.0	6.0	31.8

## ENROLL CHANGE 2

## TOTAL ADMINISTRATION

## TRAINING

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	0	5.4	0	5.0	0	3.0	13.4
5-9	0	0	16.8	0	29.7	2.0	2.0	50.5
10-14	0	0	15.4	0	30.0	3.0	3.0	51.4
15-19	0	0	13.3	0	46.3	2.2	1.0	62.7
20-24	0	0	13.4	0	32.7	2.0	2.0	50.1
25-29	0	0	7.0	0	32.4	2.0	3.0	44.4
30-35	0	0	2.0	0	12.8	1.0	3.0	18.8
35+	0	0	8.2	0	13.2	0	0	21.4
TOTAL	0	0	81.5	0	202.2	12.2	17.0	312.9

## ENROLL CHANGE 2

## ELEM. CLASSROOM TEACHER

## TRAINING

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	5.0	.4	352.5	0	4.0	0	0	361.9
5-9	3.3	0	516.1	0	41.8	0	0	561.2
10-14	.3	2.0	170.4	0	34.5	1.0	0	208.2
15-19	2.4	4.0	104.7	0	19.5	0	0	130.6
20-24	4.0	4.5	52.3	0	7.0	0	0	67.8
25-29	0	10.0	63.0	0	10.0	0	0	83.0
30-35	2.0	5.0	40.0	0	2.0	0	0	49.0
35+	1.0	5.0	26.5	1.0	6.0	0	0	39.5
TOTAL	18.1	30.9	1325.5	1.0	124.8	1.0	0	1501.3

## ENROLL CHANGE 2

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	14.5	0	414.6	0	31.2	0	460.3
5-9	1.0	0	596.6	1.0	144.3	0	743.9
10-14	0	0	252.3	0	152.4	0	404.7
15-19	0	0	126.6	0	104.8	1.8	235.2
20-24	1.0	0	57.2	0	44.5	0	103.7
25-29	0	0	57.2	0	23.4	0	81.6
30-35	0	0	15.5	0	10.5	0	26.0
35+	0	0	8.4	0	7.3	0	15.7
TOTAL	16.5	0	1528.5	1.0	518.4	2.8	2071.2

## ENROLL CHANGE 2

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	22.5	.4	989.8	0	65.3	0	1079.0
5-9	6.9	2.0	1329.0	1.0	256.9	1.0	1598.8
10-14	1.3	3.0	507.0	0	217.9	3.0	733.1
15-19	4.4	4.0	282.0	0	159.2	5.8	459.1
20-24	7.5	4.5	136.7	0	72.5	0	223.2
25-29	1.0	10.0	139.9	0	48.8	1.0	201.6
30-35	2.0	5.0	68.0	0	19.2	0	94.2
35+	1.0	6.0	41.4	1.0	18.8	0	68.2
TOTAL	46.7	34.9	3493.8	2.0	858.5	10.8	4457.8

## ENROLL CHANGE 2

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	TRAINING						TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	
0-4	22.5	.4	995.2	0	70.3	0	1092.4
5-9	6.9	2.0	1345.8	1.0	286.6	3.0	1649.4
10-14	1.3	3.0	522.4	0	247.9	6.0	784.7
15-19	4.4	4.0	295.2	0	205.4	8.0	522.1
20-24	7.5	4.5	150.1	0	105.2	2.0	273.3
25-29	1.0	10.0	146.9	0	81.2	3.0	246.1
30-35	2.0	5.0	70.0	0	32.0	1.0	113.0
35+	1.0	6.0	49.6	1.0	32.0	0	89.6
TOTAL	46.7	34.9	3575.3	2.0	1060.7	23.0	4770.6

## ENROLL CHANGE 3

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING						DOCTORATE	TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
					1.0	0	0	1.0
0-4	0	0	0	0	12.0	1.0	3.3	18.3
5-9	0	0	2.0	0	7.3	1.0	2.0	10.3
10-14	0	0	0	0	13.0	3.0	5.0	26.0
15-19	1.0	0	4.0	0	17.0	2.0	3.0	22.0
20-24	0	0	0	0	22.7	0	4.0	29.2
25-29	0	0	2.5	0	14.0	2.0	1.0	19.8
30-35	0	0	2.8	0	19.5	1.0	0	28.3
35+	0	0	7.8	0				
TOTAL	1.0	0	19.1	0	106.5	10.0	18.3	154.9

## ENROLL CHANGE 3

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING						DOCTORATE	TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
					23.3	2.0	3.0	40.3
0-4	0	0	11.7	.3	89.6	4.0	8.7	143.0
5-9	0	0	40.7	0	107.8	5.0	5.0	153.6
10-14	1.0	0	34.8	0	131.6	7.7	13.0	202.2
15-19	1.0	.0	48.9	0	94.5	5.8	7.0	140.9
20-24	1.0	0	32.4	.3	87.7	6.0	8.0	135.8
25-29	0	0	34.0	0	43.6	2.8	4.0	67.2
30-35	1.0	0	14.8	1.0	57.8	3.0	1.0	94.2
35+	0	.0	30.9	1.5				
TOTAL	4.0	.1	248.3	3.0	635.8	36.3	49.7	977.2

## ENROLL CHANGE 3

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING						DOCTORATE	TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
					17.5	0	0	932.9
0-4	7.0	5.5	902.9	0	94.0	0	0	1395.4
5-9	12.5	11.5	1277.5	0	98.3	0	1.0	657.1
10-14	11.0	5.0	540.8	1.0	51.5	0	0	476.6
15-19	19.0	17.0	388.1	1.0	20.0	1.0	0	399.0
20-24	31.5	21.0	325.5	0	22.1	1.0	0	318.3
25-29	17.0	21.5	256.7	0	14.0	.2	0	181.7
30-35	10.0	17.0	140.5	0	12.0	0	0	191.1
35+	14.0	18.0	146.6	.5				
TOTAL	122.0	116.4	3978.5	2.5	329.4	2.2	1.0	4552.0

## ENROLL CHANGE 4

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	0	0	1.0	1.0
5-9	0	0	0	0	4.5	.5	1.0	6.0
10-14	0	0	0	0	3.0	0	1.0	4.0
15-19	0	0	0	0	9.8	2.0	1.0	12.8
20-24	0	0	0	0	6.0	0	2.0	8.0
25-29	0	0	2.0	0	15.1	1.0	1.0	19.1
30-35	0	0	3.0	0	7.5	0	0	10.5
35+	0	0	.9	0	8.9	1.0	0	10.7
TOTAL	0	0	5.9	0	54.8	4.5	7.0	72.2

## ENROLL CHANGE 4

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	1.0	11.8	1.0	16.3	0	5.0	35.2
5-9	0	0	51.8	0	81.3	5.0	7.0	145.1
10-14	1.0	0	34.2	0	87.6	6.9	11.0	140.7
15-19	1.0	0	33.5	0	90.2	12.0	16.0	152.7
20-24	.5	0	27.4	0	86.0	12.0	6.0	131.9
25-29	0	0	21.4	0	95.4	5.0	11.0	132.9
30-35	0	0	13.1	0	37.8	2.0	1.0	53.9
35+	1.5	0	10.5	1.0	37.5	2.0	2.0	54.5
TOTAL	4.0	1.0	203.7	2.0	532.2	44.9	59.0	846.8

## ENROLL CHANGE 4

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	5.0	0	457.0	1.0	7.0	1.0	0	471.0
5-9	8.5	4.5	916.6	1.0	64.0	0	0	994.6
10-14	4.5	3.5	399.7	2.0	69.5	1.0	1.0	481.2
15-19	4.5	8.0	299.0	1.0	59.0	0	1.0	372.5
20-24	9.0	9.5	214.0	1.0	40.3	0	0	272.8
25-29	10.0	11.0	148.6	1.0	31.0	0	0	201.6
30-35	10.0	6.0	86.8	1.0	18.0	0	0	121.8
35+	2.5	10.0	101.5	0	12.5	0	0	126.5
TOTAL	54.0	51.5	2623.2	8.0	301.3	2.0	2.0	3042.0

## ENROLL CHANGE 4

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	NO DEGREE	TRAINING				SPECIALIST DEGREE	DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE			
								925.7
0-4	31.5	1.0	835.4	0	57.8	0	0	1351.8
5-9	5.4	0	1130.4	3.0	210.0	1.0	2.0	721.8
10-14	1.0	0	521.5	2.0	195.2	.7	1.4	600.7
15-19	1.0	.2	353.6	2.0	243.2	.2	.4	361.2
20-24	0	0	203.5	1.0	155.7	1.0	0	280.1
25-29	0	0	149.3	1.0	127.8	1.0	1.0	101.7
30-35	0	0	56.8	0	42.5	1.0	1.0	87.8
35+	0	1.0	53.9	0	31.9	0	1.0	
TOTAL	38.8	2.2	3304.5	9.1	1064.1	4.9	6.8	4430.5

## ENROLL CHANGE 4

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING				SPECIALIST DEGREE	DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE			
								1848.1
0-4	42.2	3.0	1673.8	2.0	123.0	4.0	0	3003.4
5-9	19.9	6.5	2523.2	5.0	437.7	5.0	6.0	1503.3
10-14	5.5	5.5	1120.8	5.0	357.9	3.7	4.9	1255.0
15-19	8.5	10.2	815.0	4.6	406.6	5.0	5.0	832.0
20-24	11.5	9.5	514.6	4.0	290.4	2.0	0	624.7
25-29	12.0	15.0	373.3	4.5	215.9	1.0	3.0	276.9
30-35	11.0	8.0	172.4	2.0	81.4	1.0	1.0	277.2
35+	2.5	12.0	189.7	0	72.0	0	1.0	
TOTAL	113.1	69.7	7383.0	27.2	1984.9	21.7	20.9	9620.5

## ENROLL CHANGE 4

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING				SPECIALIST DEGREE	DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE			
								1883.3
0-4	42.2	4.0	1685.7	3.0	139.3	4.0	5.0	3148.5
5-9	19.9	6.5	2575.0	5.0	519.0	10.0	13.0	1644.1
10-14	6.5	5.5	1155.1	5.0	445.5	10.6	15.9	1407.6
15-19	9.5	10.2	848.5	4.6	496.8	17.0	21.0	963.9
20-24	12.0	9.5	542.0	4.0	376.5	14.0	6.0	757.5
25-29	12.0	15.0	394.7	4.5	311.3	6.0	14.0	330.8
30-35	11.0	8.0	185.5	2.0	119.2	3.0	2.0	331.6
35+	4.0	12.0	200.2	1.0	109.5	2.0	3.0	
TOTAL	117.1	70.7	7586.7	29.2	2517.1	66.6	79.9	10467.4

## ENROLL CHANGE 5

## SUPERINTENDENT

## ----- TRAINING -----

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	0	0	0	1.0	1.0	3.0	5.0
5-9	0	0	1.0	0	4.8	1.0	0	6.8
10-14	0	0	0	0	7.0	0	1.0	8.0
15-19	0	0	0	0	6.0	0	3.7	9.7
20-24	0	0	1.0	0	13.2	1.0	1.0	16.2
25-29	0	0	1.4	0	9.0	2.0	0	12.4
30-35	0	0	1.0	0	15.0	0	1.0	17.0
35+	0	0	5.0	0	13.7	0	1.0	19.7
TOTAL	0	0	9.4	0	69.7	5.0	10.7	94.8

## ENROLL CHANGE 5

## TOTAL ADMINISTRATION

## ----- TRAINING -----

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	1.0	10.1	0	11.8	2.0	4.0	28.9
5-9	.9	0	29.7	0	52.2	6.6	6.0	95.4
10-14	1.0	0	22.8	0	79.9	5.0	6.0	114.7
15-19	0	0	35.0	0	98.3	10.4	15.0	158.7
20-24	0	0	27.7	0	93.4	6.0	7.0	134.0
25-29	1.0	0	36.2	0	101.1	9.0	7.0	154.3
30-35	1.0	0	12.6	0	48.7	1.0	4.0	67.3
35+	0	1.2	26.0	1.0	54.0	0	4.0	86.2
TOTAL	3.9	2.2	200.1	1.0	539.4	40.0	53.0	839.6

## ENROLL CHANGE 5

## ELEM. CLASSROOM TEACHER

## ----- TRAINING -----

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	4.0	0	400.4	0	8.6	0	0	413.0
5-9	10.0	6.8	964.6	1.0	53.7	1.0	.5	1037.4
10-14	7.0	9.0	512.3	0	52.3	1.0	1.0	582.6
15-19	15.8	10.5	365.0	0	47.2	1.0	0	439.5
20-24	9.0	13.5	280.3	0	28.0	0	0	330.8
25-29	11.0	17.0	172.3	0	13.5	0	0	213.8
30-35	6.0	9.0	98.0	0	13.0	0	0	126.0
35+	5.0	9.8	110.3	0	13.0	1.0	0	139.1
TOTAL	67.8	75.7	2903.1	1.0	229.4	4.0	1.5	3282.5

## ENROLL CHANGE 5

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	NO DEGREE	TRAINING						TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	18.4	.5	711.0	0	55.5	0	1.0	786.4
5-9	3.3	1.0	1171.2	0	213.4	1.8	2.0	1392.7
10-14	.6	1.0	624.5	0	207.6	1.0	2.0	836.8
15-19	1.0	0	461.8	0	275.1	1.6	2.4	741.9
20-24	1.0	0	285.9	0	172.2	0	2.0	461.1
25-29	0	1.0	212.9	2.0	133.0	1.0	2.0	351.9
30-35	0	0	64.8	0	39.9	0	0	104.7
35+	0	0	53.5	0	37.1	0	1.0	91.6
TOTAL	24.3	3.5	3585.7	2.0	1133.8	5.4	12.4	4767.0

## ENROLL CHANGE 5

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING						TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	35.9	3.0	1489.9	0	124.6	1.0	2.0	1656.4
5-9	20.7	9.3	2591.1	1.0	392.3	6.4	6.4	3027.3
10-14	13.1	13.0	1384.3	1.0	346.6	6.0	4.0	1768.1
15-19	24.5	12.0	1010.3	1.0	428.6	3.6	9.0	1489.0
20-24	17.0	15.1	681.3	1.0	277.5	5.0	4.0	1000.9
25-29	19.0	21.0	460.4	3.0	198.4	2.0	5.0	708.8
30-35	9.0	9.0	197.3	0	81.2	1.0	0	297.5
35+	6.0	10.8	208.6	1.0	73.4	2.0	2.0	303.8
TOTAL	145.2	93.3	4023.4	8.0	1922.6	27.0	32.4	10251.8

## ENROLL CHANGE 5

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING						TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	35.9	4.0	1500.1	0	136.4	3.0	6.0	1685.4
5-9	21.6	9.3	2620.8	1.0	444.5	13.0	12.4	3122.7
10-14	14.1	13.0	1407.1	1.0	426.5	11.0	10.0	1882.8
15-19	24.5	12.0	1045.3	1.0	526.9	14.0	24.0	1647.7
20-24	17.0	15.1	708.9	1.0	370.9	11.0	11.0	1134.9
25-29	20.0	21.0	496.7	3.0	299.5	11.0	12.0	863.2
30-35	10.0	9.0	209.9	0	129.9	2.0	4.0	364.8
35+	6.0	12.0	234.6	2.0	127.4	2.0	6.0	390.0
TOTAL	149.1	95.4	8223.5	9.0	2462.0	67.0	85.4	11091.4



TABLE 6

DISTRICT SIZE 1

SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	1.0	0	1.0	2.0
5-9	0	0	0	0	2.3	0	0	2.3
10-14	0	0	0	0	4.5	0	0	4.5
15-19	0	0	0	0	2.0	0	0	2.0
20-24	0	0	0	0	3.2	1.0	0	4.2
25-29	0	0	1.9	0	5.8	0	0	7.7
30-35	0	0	0	0	2.8	0	1.0	3.8
35+	0	0	2.7	0	6.2	0	0	8.9
TOTAL	0	0	4.6	0	27.8	1.0	2.7	36.0

DISTRICT SIZE 1

TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	1.0	0	3.5	0	1.0	5.5
5-9	.9	0	2.8	0	12.5	1.0	0	17.2
10-14	0	0	2.6	0	11.2	0	1.0	14.7
15-19	0	0	6.5	0	6.7	.7	1.0	14.9
20-24	.5	0	1.0	0	5.9	1.0	0	8.4
25-29	0	0	3.1	0	6.4	0	0	9.5
30-35	0	0	0	0	4.7	0	1.0	5.7
35+	0	.2	6.3	0	7.5	0	0	14.0
TOTAL	1.4	.2	23.3	0	58.5	2.7	4.0	90.0

DISTRICT SIZE 1

ELEM. CLASSROOM TEACHER

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YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	1.0	0	74.3	0	.5	0	0	75.8
5-9	1.0	2.0	45.6	0	3.3	0	0	51.9
10-14	2.5	1.0	31.4	0	.5	0	0	35.4
15-19	.3	2.5	30.9	0	1.0	0	0	34.7
20-24	2.5	9.0	28.0	0	.3	0	0	39.8
25-29	3.0	3.0	20.0	0	1.0	0	0	27.0
30-35	1.0	1.0	6.0	0	0	0	0	8.0
35+	2.0	1.3	12.3	0	1.0	0	0	16.7
TOTAL	13.3	19.8	248.5	0	7.6	0	0	289.3

## DISTRICT SIZE 1

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	NO DEGREE	TRAINING				SPECIALIST DEGREE	DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE			
0-4	4.0	.5	169.7	0	4.3	0	0	178.5
5-9	.1	0	111.0	0	8.9	0	.5	120.6
10-14	0	0	48.8	0	3.8	0	0	52.4
15-19	0	0	32.4	0	3.0	.3	0	35.8
20-24	0	0	15.1	0	4.2	0	0	19.3
25-29	0	0	9.3	0	2.2	0	0	11.5
30-35	0	0	4.3	0	.3	0	0	4.7
35+	0	0	3.2	0	2.1	0	0	5.2
TOTAL	4.1	.5	393.9	0	28.9	.3	.5	428.1

## DISTRICT SIZE 1

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING				SPECIALIST DEGREE	DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE			
0-4	5.5	1.0	290.5	0	6.7	0	0	303.8
5-9	1.1	3.0	186.8	0	12.9	0	1.0	204.8
10-14	4.2	2.5	40.4	0	5.8	0	0	102.9
15-19	1.0	3.0	69.4	0	4.8	.3	0	78.5
20-24	3.5	9.6	50.6	0	4.5	0	0	68.2
25-29	3.0	4.0	33.3	0	3.2	0	0	43.5
30-35	1.0	1.0	13.0	0	.3	0	0	15.3
35+	2.0	1.8	18.9	0	3.6	0	0	26.4
TOTAL	21.3	25.9	752.9	0	42.0	.3	1.0	843.4

## DISTRICT SIZE 1

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING				SPECIALIST DEGREE	DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE			
0-4	5.5	1.0	291.5	0	10.2	0	1.0	309.3
5-9	2.0	3.0	189.6	0	25.4	1.0	1.0	222.0
10-14	4.2	2.5	42.4	0	17.0	0	1.0	117.6
15-19	1.0	3.0	75.9	0	11.5	1.0	1.0	93.4
20-24	4.0	9.6	51.6	0	10.4	1.0	0	76.6
25-29	3.0	4.0	36.5	0	9.6	0	0	53.1
30-35	1.0	1.0	13.0	0	5.0	0	1.0	21.0
35+	2.0	2.0	25.2	0	11.2	0	0	40.4
TOTAL	22.7	26.1	776.2	0	100.5	3.0	5.0	933.4

## DISTRICT SIZE 2

## SUPERINTENDENT

## ----- TRAINING -----

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	0	0	0	1.0	1.0	1.0	3.0
5-9	0	0	1.0	0	15.0	1.5	.3	17.8
10-14	0	0	1.0	0	7.0	3.0	0	11.0
15-19	1.0	0	2.0	0	15.0	3.0	2.0	23.0
20-24	0	0	1.0	0	22.0	0	0	23.0
25-29	0	0	3.0	0	18.0	2.0	0	23.0
30-35	0	0	4.0	0	23.5	0	0	28.5
35+	0	0	9.0	0	17.9	0	0	26.9
TOTAL	1.0	0	21.0	0	121.0	10.5	3.3	157.7

## DISTRICT SIZE 2

## TOTAL ADMINISTRATION

## ----- TRAINING -----

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	0	0	4.4	.3	12.5	3.0	1.0	21.2
5-9	0	0	13.0	0	57.6	4.0	.7	75.3
10-14	2.0	0	15.7	0	68.0	6.9	2.0	94.6
15-19	1.0	.0	19.2	0	43.3	3.0	2.0	68.5
20-24	0	0	18.1	0	36.2	1.0	0	55.3
25-29	0	0	14.9	0	35.3	2.0	0	52.2
30-35	1.0	0	10.9	1.0	27.5	.8	0	41.2
35+	.5	.0	23.5	2.5	26.8	0	0	53.3
TOTAL	4.5	.1	119.8	3.8	307.1	20.6	5.7	461.6

## DISTRICT SIZE 2

## ELEM. CLASSROOM TEACHER

## ----- TRAINING -----

YEARS EXPERIENCE	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	TOTAL
0-4	3.0	0	410.4	1.0	3.5	0	0	417.9
5-9	13.5	8.8	369.6	1.0	8.1	0	0	401.0
10-14	12.0	10.5	161.3	0	6.3	0	0	190.1
15-19	20.5	20.0	169.9	0	5.5	0	0	215.9
20-24	19.0	12.0	140.8	0	3.5	0	0	175.3
25-29	15.0	16.0	111.9	1.0	1.5	0	0	145.4
30-35	11.0	10.0	70.6	0	2.0	.2	0	93.8
35+	8.5	7.0	55.2	.5	1.0	0	0	72.1
TOTAL	102.5	84.3	1489.7	3.5	31.4	.2	0	1711.6

## DISTRICT SIZE 2

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	12.9	0	830.2	.7	15.2	0	0	859.1
5-9	1.6	0	771.9	1.2	50.5	0	0	825.7
10-14	1.6	0	326.6	0	62.8	.1	0	391.7
15-19	0	0	193.2	0	29.4	0	0	222.6
20-24	1.0	0	110.6	0	16.3	0	0	128.0
25-29	0	1.0	59.8	1.0	12.7	0	0	74.5
30-35	0	0	26.3	1.0	4.5	0	0	31.9
35+	0	0	14.8	0	4.4	0	0	19.2
TOTAL	17.1	1.0	2333.4	4.0	196.0	.1	0	2551.6

## DISTRICT SIZE 2

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	20.7	2.0	1534.5	1.7	30.1	0	0	1589.0
5-9	16.1	11.8	1347.0	2.2	79.2	0	1.7	1458.1
10-14	14.6	12.5	557.3	0	85.1	.1	0	669.4
15-19	24.5	21.0	426.1	0	45.5	0	0	517.1
20-24	21.0	12.0	305.0	0	26.9	0	0	364.8
25-29	20.0	17.0	201.9	3.0	21.7	0	0	263.6
30-35	12.0	10.0	113.6	1.0	8.9	.2	0	145.7
35+	10.6	7.0	80.5	2.5	6.4	0	0	107.0
TOTAL	139.5	93.3	4565.9	10.5	300.8	.4	1.7	5115.0

## DISTRICT SIZE 2

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	20.7	2.0	1538.4	2.0	42.6	3.0	1.0	1610.7
5-9	16.1	11.8	1360.0	2.2	136.8	4.0	2.4	1533.4
10-14	16.6	12.5	573.0	0	153.0	7.0	2.0	764.1
15-19	25.5	21.0	445.3	0	88.8	3.0	2.0	585.6
20-24	21.0	12.0	323.1	0	63.1	1.0	0	420.7
25-29	20.0	17.0	210.8	3.0	57.0	2.0	0	315.8
30-35	13.0	10.0	124.5	2.0	36.4	1.0	0	186.9
35+	11.1	7.0	104.0	5.0	33.2	0	0	160.3
TOTAL	144.0	93.3	4685.8	14.2	610.9	21.0	7.4	5576.6

## DISTRICT SIZE 3

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	0	0	0	0
5-9	0	0	0	0	5.0	0	0	5.0
10-14	0	0	0	0	5.0	0	0	5.0
15-19	0	0	2.0	0	14.0	1.0	0	17.0
20-24	0	1.0	1.0	0	15.0	1.0	0	17.0
25-29	0	0	2.0	0	24.0	1.0	2.0	29.0
30-35	0	0	2.0	0	13.0	1.0	0	16.0
35+	0	0	3.0	0	19.0	3.0	0	25.0
TOTAL	0	1.0	10.0	0	95.0	7.0	2.0	121.0

## DISTRICT SIZE 3

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	1.0	7.5	0	9.0	0	0	17.5
5-9	0	0	28.4	0	51.9	2.0	4.0	86.3
10-14	0	0	20.7	1.0	67.0	4.0	0	92.7
15-19	0	0	24.7	0	87.1	2.0	3.0	116.8
20-24	1.0	1.0	14.8	.3	49.5	2.0	0	68.6
25-29	0	0	19.0	0	62.0	1.0	2.0	84.0
30-35	0	0	12.7	0	24.1	1.0	0	37.8
35+	0	0	16.6	1.0	35.4	3.0	0	56.0
TOTAL	1.0	2.0	144.4	2.3	386.1	15.0	9.0	559.8

## DISTRICT SIZE 3

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	8.0	3.0	610.9	0	3.0	1.0	0	625.9
5-9	18.3	8.0	699.0	1.0	23.8	1.0	0	751.1
10-14	6.0	4.5	293.4	2.0	28.5	0	0	334.4
15-19	17.0	8.5	209.0	0	17.5	0	0	252.0
20-24	20.5	14.5	187.7	0	13.0	0	0	235.7
25-29	10.0	26.5	153.3	0	7.0	0	0	196.8
30-35	7.0	14.0	103.0	1.0	6.0	0	0	131.0
35+	6.0	15.0	78.5	0	6.0	1.0	0	106.5
TOTAL	92.7	94.0	2334.9	4.0	104.8	3.0	0	2633.4

## DISTRICT SIZE 3

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
								978.1
0-4	24.1	0	931.1	0	23.1	0	0	1322.6
5-9	1.8	1.0	1203.4	2.0	113.3	1.0	0	632.4
10-14	0	0	503.5	2.0	126.9	0	0	420.4
15-19	0	0	323.4	2.0	95.3	0	0	252.1
20-24	1.0	0	179.9	2.7	68.4	0	0	166.0
25-29	0	0	124.7	0	41.3	0	0	69.9
30-35	0	0	45.5	0	24.3	0	0	44.6
35+	2.0	0	29.6	0	13.0	0	0	
TOTAL	28.9	1.0	3341.2	8.8	505.8	1.0	0	3886.7

## DISTRICT SIZE 3

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
								2104.2
0-4	42.1	5.0	2001.6	0	54.5	1.0	0	2552.9
5-9	32.5	12.0	2294.7	3.0	207.6	2.0	1.0	1167.5
10-14	7.0	9.5	943.1	6.0	200.9	1.0	0	862.9
15-19	28.0	12.0	662.4	2.0	157.4	1.0	0	595.6
20-24	27.0	15.5	436.8	2.7	112.5	1.0	0	452.4
25-29	12.0	28.5	337.1	.5	74.4	0	0	246.4
30-35	10.0	17.0	178.5	2.0	38.9	0	0	192.8
35+	11.0	16.0	133.6	0	31.3	1.0	0	
TOTAL	169.6	115.5	6987.9	16.3	877.5	7.0	1.0	8174.7

## DISTRICT SIZE 3

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
								2121.7
0-4	42.1	6.0	2009.1	0	63.5	1.0	0	2639.1
5-9	32.5	12.0	2323.1	3.0	259.5	4.0	5.0	1260.7
10-14	7.0	9.5	963.8	7.0	267.9	5.0	0	979.7
15-19	28.0	12.0	687.1	2.0	244.6	3.0	3.0	664.7
20-24	28.0	16.5	451.6	3.0	162.0	3.0	0	536.4
25-29	12.0	28.5	356.0	.5	136.4	1.0	2.0	284.2
30-35	10.0	17.0	191.2	2.0	63.1	1.0	0	248.9
35+	11.0	16.0	150.2	1.0	66.7	4.0	0	
TOTAL	170.6	117.5	7132.3	18.5	1263.6	22.0	10.0	8734.5

## DISTRICT SIZE 4

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	1.0	0	1.0	0	2.0	4.0
5-9	0	0	2.0	0	4.0	1.0	4.0	11.0
10-14	0	0	0	0	2.0	0	5.0	7.0
15-19	0	0	0	0	3.0	1.0	4.0	8.0
20-24	0	0	0	0	6.0	3.0	9.0	18.0
25-29	0	0	2.0	0	14.0	2.0	5.0	23.0
30-35	0	0	1.0	0	4.0	1.0	4.0	10.0
35+	0	0	2.0	0	8.0	1.0	1.0	12.0
TOTAL	0	0	8.0	0	42.0	9.0	34.0	93.0

## DISTRICT SIZE 4

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	23.2	1.0	35.3	1.0	12.0	72.5
5-9	1.0	0	82.5	0	129.6	9.0	21.0	243.1
10-14	1.0	0	66.2	0	171.5	13.7	23.0	275.3
15-19	1.0	0	89.3	0	245.5	20.6	25.0	381.4
20-24	0	0	59.7	0	202.4	19.8	17.0	298.9
25-29	0	0	57.1	0	172.8	18.0	19.0	266.9
30-35	1.0	0	24.1	0	71.3	3.0	8.0	107.4
35+	1.0	1.0	35.5	0	78.0	3.0	4.0	122.4
TOTAL	5.0	1.0	437.5	1.0	1106.3	88.1	129.0	1767.9

## DISTRICT SIZE 4

## FLEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	10.0	3.9	1664.8	0	31.5	0	0	1710.2
5-9	14.8	13.0	2877.3	0	192.3	0	.5	3097.9
10-14	3.3	12.5	1230.6	0	191.7	2.3	2.0	1442.4
15-19	7.9	16.5	725.7	1.0	124.1	1.0	1.0	877.1
20-24	20.0	15.5	470.0	1.0	52.5	1.0	0	560.0
25-29	17.0	27.0	354.4	1.0	43.1	1.0	0	443.6
30-35	11.0	17.0	180.7	0	27.2	0	0	235.9
35+	10.0	23.5	208.1	1.0	25.0	0	0	267.6
TOTAL	94.0	128.9	7711.5	4.0	687.4	5.3	3.5	8634.7



## DISTRICT SIZE 4

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	37.0	0	2181.1	0	196.9	0	.3	2415.3
5-9	11.4	1.0	3051.3	1.0	679.2	2.0	6.0	3751.9
10-14	2.0	0	1447.9	0	718.7	2.0	3.0	2173.6
15-19	2.4	0	948.7	2.0	782.3	4.4	4.4	1744.2
20-24	3.0	0	495.6	2.6	408.0	2.2	3.0	914.4
25-29	0	0	436.8	1.0	259.7	3.0	2.0	702.5
30-35	0	0	136.8	0	69.9	2.0	1.0	209.7
35+	1.0	1.0	120.0	1.5	71.4	0	1.0	195.8
TOTAL	56.8	2.0	8818.2	8.1	3186.1	15.6	20.7	12107.4

## DISTRICT SIZE 4

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	71.6	9.9	4968.7	.5	414.9	5.4	3.3	5474.1
5-9	48.9	22.0	7174.6	2.0	1200.6	17.0	13.6	8478.6
10-14	10.3	16.0	3254.6	2.0	1141.5	13.3	10.0	4447.8
15-19	20.3	19.5	2063.1	6.0	1160.3	12.4	13.0	3294.6
20-24	32.5	21.5	1182.7	6.0	644.8	11.2	6.0	1904.6
25-29	20.0	32.0	922.3	4.0	403.2	5.0	8.0	1394.5
30-35	14.0	20.0	399.8	0	151.3	2.0	1.0	588.1
35+	11.0	25.5	372.1	2.5	139.6	0	1.0	551.6
TOTAL	228.6	166.4	20337.9	23.0	5256.1	66.3	55.9	26134.2

## DISTRICT SIZE 4

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	71.6	9.9	4992.0	1.5	450.2	6.4	15.3	5546.8
5-9	49.9	22.0	7257.1	2.0	1330.2	26.0	34.6	8721.8
10-14	11.3	16.0	3320.8	2.0	1312.9	27.0	33.0	4723.1
15-19	21.3	19.5	2152.4	6.0	1405.8	33.0	38.0	3676.0
20-24	32.5	21.5	1242.4	6.0	847.2	31.0	23.0	2203.6
25-29	20.0	32.0	979.4	4.0	576.0	23.0	27.0	1661.4
30-35	15.0	20.0	423.9	0	222.6	5.0	9.0	695.5
35+	12.0	26.5	407.5	2.5	217.6	3.0	5.0	674.1
TOTAL	233.6	167.4	20775.5	24.0	6362.4	154.4	184.9	27902.1

## DISTRICT SIZE 5

## SUPERINTENDENT

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	0	0	0	0	0	0	0
5-9	0	0	0	0	0	0	0	0
10-14	0	0	0	0	0	0	0	0
15-19	0	0	0	0	0	0	0	0
20-24	0	0	0	0	2.0	0	1.0	3.0
25-29	0	0	0	0	0	0	1.0	1.0
30-35	0	0	0	0	0	0	0	0
35+	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	2.0	0	2.0	4.0

## DISTRICT SIZE 5

## TOTAL ADMINISTRATION

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	0	1.0	12.2	0	9.8	0	2.0	25.0
5-9	0	0	45.9	0	47.7	3.6	5.0	102.2
10-14	0	0	27.4	0	65.1	5.0	4.0	101.4
15-19	0	0	24.4	0	56.2	10.0	19.0	109.6
20-24	0	0	25.6	0	63.2	9.0	8.0	105.8
25-29	1.0	0	15.8	0	74.5	5.0	10.0	106.3
30-35	0	0	5.2	0	31.4	2.0	4.0	42.6
35+	0	0	7.1	0	31.9	1.0	3.0	43.0
TOTAL	1.0	1.0	163.6	0	379.9	35.6	55.0	636.1

## DISTRICT SIZE 5

## ELEM. CLASSROOM TEACHER

YEARS EXPERIENCE	TRAINING							TOTAL
	NO DEGREE	TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE	DOCTORATE	
0-4	1.0	0	217.0	1.0	10.1	1.0	0	230.1
5-9	0	0	654.9	1.0	53.0	0	0	708.9
10-14	0	0	281.4	1.0	55.5	1.0	1.0	339.9
15-19	0	1.0	200.5	1.0	41.3	0	0	243.8
20-24	.5	2.0	141.0	0	33.0	0	0	176.5
25-29	2.0	1.0	82.0	0	27.0	0	0	112.0
30-35	2.0	1.0	49.0	1.0	17.0	0	0	70.0
35+	2.0	3.0	70.0	0	14.5	0	0	89.5
TOTAL	7.5	8.0	1695.8	5.0	251.4	2.0	1.0	1970.7

## DISTRICT SIZE 5

## SECONDARY CLASSROOM TEACHER

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	25.6	1.0	308.1	0	53.0	0	1.0	388.6
5-9	3.4	0	576.0	1.0	143.3	1.8	0	727.5
10-14	0	1.0	272.7	0	123.8	1.6	.4	399.5
15-19	1.0	.2	231.2	0	157.8	.2	.4	390.6
20-24	0	0	140.3	1.0	109.5	1.0	0	251.9
25-29	0	0	88.6	2.0	109.7	1.0	2.0	203.3
30-35	0	0	39.7	0	36.3	0	1.0	77.1
35+	0	0	40.4	0	34.2	0	1.0	75.6
TOTAL	29.9	2.2	1699.1	4.0	767.6	5.6	5.8	2514.3

## DISTRICT SIZE 5

## TOTAL INSTRUCTIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	27.9	2.0	764.3	2.0	134.0	3.0	2.0	935.1
5-9	3.4	0	1582.1	2.0	368.1	4.4	2.0	1961.9
10-14	3.0	2.5	695.8	1.0	263.4	3.6	3.9	973.3
15-19	4.0	2.2	539.3	2.6	291.5	4.0	5.0	848.6
20-24	5.0	3.0	357.4	3.0	227.8	3.0	0	599.1
25-29	8.0	4.0	229.4	4.0	194.4	2.0	4.0	445.7
30-35	4.0	2.0	111.4	1.0	77.3	1.0	1.0	197.7
35+	2.0	4.0	148.1	0	78.4	1.0	2.0	235.4
TOTAL	57.3	19.7	4427.8	15.6	1634.8	22.0	19.9	6197.0

## DISTRICT SIZE 5

## TOTAL PROFESSIONAL STAFF

YEARS EXPERIENCE	NO DEGREE	TRAINING					DOCTORATE	TOTAL
		TWO YEAR DEGREE	BACHELOR DEGREE	FIVE YEAR PROGRAM	MASTER DEGREE	SPECIALIST DEGREE		
0-4	27.4	3.0	776.5	2.0	143.8	3.0	4.0	960.1
5-9	3.4	0	1628.0	2.0	415.8	8.0	7.0	2064.2
10-14	3.0	2.5	723.2	1.0	328.5	8.6	7.9	1074.7
15-19	4.0	2.2	563.7	2.6	347.7	14.0	24.0	958.2
20-24	5.0	3.0	383.0	3.0	291.0	12.0	8.0	705.0
25-29	9.0	4.0	245.2	4.0	268.9	7.0	14.0	552.1
30-35	4.0	2.0	116.6	1.0	108.7	3.0	5.0	240.3
35+	2.0	4.0	155.2	0	110.3	2.0	5.0	278.4
TOTAL	58.3	20.7	4591.4	15.6	2014.7	57.6	74.9	6833.2

REVENUE AND FLUCTUATING  
SCHOOL ENROLLMENTS

Section C.

1.

ASSESSED VALUATION AND LEVY  
LIMITATION STUDY\*

Prepared by the Minnesota State  
Department of Education

*To what extent are per pupil assessed valuations increasing due to increased assessed valuation and/or declining enrollment?*

In order to answer the above question, it is necessary to determine the relationship of the assessed valuation (or of the adjusted assessed valuation, if that were to be considered instead) per pupil unit in a later period to that of a base period. Such a relationship may be meaningful even for two consecutive years.

Appendix A demonstrates mathematically that when valuations are increasing and pupil units are decreasing: (a) relative change due to assessed valuation equals the net change in valuation divided by the base year valuation; (b) the relative change due to pupil units equals the net change in pupil unit over action between valuation and pupil units equals (c) minus (b) minus (a), using absolute values without regard to sign. The percent of change due to assessed valuation will equal (a) divided by (c), of change due to pupil units will equal (b) divided by (c), and of change due to interaction between the variables will equal (d) divided by (c).

Assume that a given district exhibits the variations shown in the following example:

Variable	Original (Base) Year	Current (later) Year	Absolute Variation
Assessed Valuation	\$20,000,000	\$22,000,000	\$2,000,000
Pupil Units	1,000	880	120
Assessed Valuation/P.U.	20,000	25,000	--

Computations will show:

$$(a) \text{ the change due to Valuation} = \$2,000,000 / \$20,000,000 = .10$$

\*See Appendix 1: Advisory Council on Fluctuating School  
Enrollment Special Study.

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- (b) the change due to Pupil Units  $= 120/1,000=.12$
- (c) The total change due to interaction  $= \frac{\$25,000}{\$20,000} - 1.00 = 1.25 - 1.00 = .25$
- (d) the NET CHANGE DUE TO INTERACTION  $= .25 - .10 - .12 = .03$

Hence,

- the Percent change due Valuation  $= .10/.25=40\%$   
 the Percent change due to Pupil Units  $= .12/.25=48\%$   
 the Percent change due to Interaction  $= .03/.25=12\%$

*What adjustments in the foundation aid formula reducing the participating millage have been or are being considered?*

NONE, insofar as this section is concerned. The Research, State Aids and Statistics Section had counselled against dropping the basic levy from 30 to 29 EARC mills, urging instead that relief be given to educational programs rather than to taxpayers.

## APPENDIX A

Answer to Question Five, Parts (1) and (2), Assessed Valuation and Levy Limitation, prepared by the Minnesota State Department of Education, May 28, 1976.

### DEFINITIONS

- $V(a)$  -- Assessed (or Adjusted Assessed) Valuation in Base Period  
 $V(b)$  -- Comparable Valuation in Later Period  
 $P(a)$  -- Pupil Units in Base Period  
 $P(b)$  -- Pupil Units in Later Period  
 $d(V)$  --  $V(b) - V(a)$   
 $-d(P)$  --  $P(b) - P(a)$

### COMPUTATIONS

$$\begin{aligned}
 \frac{V(b)/P(b)}{V(a)/P(a)} &= \frac{V(b)/V(a)}{P(b)/P(a)} \\
 &= \frac{V(a)[1+d(V)/V(a)]/V(a)}{P(a)[1-d(P)/P(a)]/P(a)} \\
 &= \frac{1+d(V)/V(a)}{1-d(P)/P(a)} \\
 &= [1+d(V)/V(a)] [1+d(P)/P(a)+. . .] \\
 &= 1+d(V)/V(a)+d(P)/P(a)+[d(V)/V(a)] [d(P)/P(a)]+. . . \\
 &= 1+d(V)/V(a)+d(P)/P(a)+ \\
 &\quad \left[ \frac{V(b)/P(b)}{V(a)/P(a)} - 1 - d(V)/V(a) - d(P)/P(a) \right]
 \end{aligned}$$

The last three terms constitute the change. Therefore, the percent of change due to various causes are:

To Change in Valuation:  $\frac{d(V)/V(a)}{\left[ \frac{V(b)/P(b)}{V(a)/P(a)} - 1 \right]}$

To Change in Pupil Units:  $\frac{d(P)/P(a)}{\left[ \frac{V(b)/P(b)}{V(a)/P(a)} - 1 \right]}$

To Interaction of Valuation and P.U.:  $\frac{\left[ \frac{V(b)/P(b)}{V(a)/P(a)} - 1 - d(V)/V(a) - d(P)/P(a) \right]}{\left[ \frac{V(b)/P(b)}{V(a)/P(a)} - 1 \right]}$



Advisory Council on Fluctuating School Enrollments

Special Study

Subject: Assessed Valuation and Levy Limitation

2. Purpose of Study:
  - 1) To determine adjustments to the foundation aid formula reducing the participating millage to reflect increases in per pupil assessed valuations as it particularly relates to declining enrollment districts.
  - 2) To determine possible revisions of the levy limitation provision to provide flexibility in funding and maintain equality of education.
3. Related Problem Areas:

Section IV C1 Foundation Aid Formula  
Section IV C2 Levy Limitations
4. Related Alternative Solutions:

Alt. Sol. 51 Assessed Valuation  
Alt. Sol. 58 Levy Limitations
5. Questions to be Addressed:
  - 1) To what extent are per pupil assessed valuations increasing due to increased assessed valuation and/or declining enrollment?
  - 2) What adjustments in the foundation aid formula reducing the participating millage have been or are being considered?
6. Required Data Base:
  - 1) Current effects of increasing assessed valuation and/or declining enrollments on per pupil assessed valuations.
7. Desired Format of Report:
  - 1) Relationship of assessed valuation and the Foundation Aid Formula.
  - 2) Changes in assessed valuation
    - a. increasing assessed valuation
    - b. declining enrollments
  - 3) Proposed adjustments in Foundation Aid Formula
  - 4) Recommendations
8. Estimated Completion Date: June 1, 1976  
Reporting Date: June 11, 1976 (Council meeting)

2.

DECLINING ENROLLMENT FOUNDATION AID:  
1971-1972 AND 1974-1975 AND GROWTH  
FOUNDATION AID: 1975-1976 STUDY\*

Prepared by the State Department of Education

### DECLINING ENROLLMENT FOUNDATION AID

Since 1971-72, Minnesota school districts experiencing enrollment declines have been paid a reimbursement aid based on the amount of the decline in pupil units. The most recent year for which data on declining enrollment foundation aid, hereafter referred to as DEFA, is available is 1974-75. In both 1971-72 and 1974-75 the aid was paid on half of the actual decline in pupil units. Other comparisons of the two years follow:

- In 1971-72, 186 of the 438 school districts had enrollment declines.
- In 1974-75, 276 of the 438 school districts had enrollment declines.
- In 1971-72, school districts having an enrollment decline greater than ten pupil units totaled 75 or 17.1 percent of the total number of school districts.
- In 1974-75, school districts having an enrollment decline of more than ten pupil units totaled 141 or 32.2 percent of the total number of school districts.
- In 1971-72, a school district with an Area Vocational Technical Institute could include a decline in resident pupil units in the Institute in its total.
- In 1974-75, a decline in resident Area Vocational Technical Institute students could not be included in calculating DEFA.

In the following section, the 141 school districts with enrollment declines greater than ten pupil units in 1974-75 are subjected to further analysis. In terms of percentage of their total pupil units, the enrollment declines of most of these school districts were not excessive, as the following tabulation indicates.

Of those school districts with enrollment declines greater than ten pupil units in 1974-75:

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

31 had enrollment declines of less than 1%  
 59 had enrollment declines of from 1 to 2%  
 36 had enrollment declines of from 2 to 3%  
 12 had enrollment declines of from 3 to 4%  
 3 had enrollment declines of more than 4%.

In 1974-75, school districts were paid DEFA on the basis of half the actual decline in pupil units from the previous year. These pupil units, called support pupil units, are multiplied by the school district's formula allowance to arrive at the district's DEFA. The 30 school districts with more than 50 support pupil units in 1974-75 are listed in Table I. These 30 districts were paid \$4,087,280 in foundation aid because of their enrollment declines. Total payments to all school districts in the state for declining enrollments in 1974-75 was \$7,370,778. These 30 school districts collected 69 percent of the total foundation aid paid by the state for declining enrollments. The remaining \$2,283,498 in DEFA was paid to 246 school districts.

Minneapolis received \$1,075,498 in DEFA in 1974-75 or 14.59 percent of the total paid by the state. St. Paul received \$855,740 in DEFA or 11.61 percent of the total paid. Minneapolis and St. Paul together received 26.20 percent of the total DEFA paid in 1974-75.

TABLE I  
 Declining Enrollment Foundation Aid of  
 School Districts With More  
 Than 50 Support Pupil Units, 1974-75

<u>School District</u>	<u>Support Pupil Units</u>	<u>Formula Allowance</u>	<u>Declining Enrollment Foundation Aid</u>
Minneapolis	1,303.62	\$825.00	\$1,075,487
St. Paul	1,037.26	825.00	855,740
Bloomington	396.08	825.00	326,766
Robbinsdale	380.78	825.00	314,144
St. Louis County	345.13	825.00	284,732
St. Louis Park	253.26	825.00	208,940
Richfield	218.61	825.00	180,353
Duluth	196.28	825.00	161,931
Austin	174.66	825.00	144,095
Edina	157.60	825.00	130,020
Roseville	133.07	825.00	109,783
Hopkins	124.97	825.00	103,100
Albert Lea	123.71	798.84	98,825
Columbia Heights	117.06	825.00	96,575
Hibbing	111.17	825.00	91,715
South St. Paul	104.55	825.00	86,254
White Bear Lake	97.60	825.00	80,520
Winona	93.19	825.00	76,882
Brooklyn Center	93.17	825.00	76,865
Brainerd	90.59	796.07	72,116
International Falls	85.75	825.00	70,744
Virginia	83.91	825.00	69,226
Fridley	77.30	825.00	63,773
Rochester	76.98	825.00	63,509
Moorhead	65.65	825.00	54,161
Aurora-Hoyt Lakes	64.80	825.00	53,460
Worthington	63.85	825.00	52,676
Park Rapids	57.38	723.70	41,526
Pipestone	52.56	825.00	43,362

\$5,087,280

DEFA payments by state planning regions are discussed in this section. Table II gives the pupil unit enrollment declines by county and region for 1971-72 and 1974-75:

TABLE II  
County and Planning Region Enrollment Decline  
1971-72 and 1974-75

		Enrollment Decline in Pupil Units	
		1971-72	1974-75
Region 1:	Kittson	16.64	36.58
	Marshall	35.57	31.80
	Norman	31.78	49.32
	Pennington	-	20.27
	Polk	36.61	68.94
	Red Lake	-	14.23
	Roseau	22.57	38.75
	TOTAL	143.17	259.89
Region 2:	Beltrami	5.56	-
	Clearwater	-	9.14
	Hubbard	6.73	63.58
	Lake of the Woods	15.98	35.56
	Mahnomen	21.92	19.01
	TOTAL	50.19	127.29
Region 3:	Aitkin	26.78	17.77
	Carlton	17.20	56.92
	Cook	3.14	-
	Itasca	29.02	6.70
	Koochiching	7.08	85.75
	Lake	29.71	-
	St. Louis	688.90	987.46
	TOTAL	801.83	1,154.60
Region 4:	Becker	-	71.05
	Clay	66.85	97.29
	Douglas	16.51	43.38
	Grant	29.00	20.82
	Otter Tail	17.44	27.15
	Pope	12.18	13.54
	Stevens	18.03	35.10
	Traverse	8.20	10.65
	Wilken	8.04	40.50
	TOTAL	176.25	359.48
Region 5:	Cass	3.22	24.18
	Crow Wing	-	121.18
	Morrison	-	23.35
	Todd	9.57	20.15
	Wadena	-	6.07
	TOTAL	12.79	194.93

	<u>County</u>	<u>Enrollment Decline in Pupil Units</u>	
		1971-72	1974-75
Region 6E:	Kandiyohi	2.31	15.78
	McLeod	27.34	17.33
	Meeker	43.51	64.50
	Renville	29.08	116.62
	<b>TOTAL</b>	<b>102.24</b>	<b>214.23</b>
Region 6W:	Big Stone	13.66	4.96
	Chippewa	28.02	42.36
	Lac QuiParle	28.53	38.26
	Swift	46.28	31.90
	Yellow Medicine	57.99	61.26
	<b>TOTAL</b>	<b>174.48</b>	<b>178.74</b>
Region 7E:	Chisago	1.96	16.18
	Isanti	-	-
	Kanabec	-	19.28
	Mille Lacs	6.50	7.57
	Pine	-	32.10
	<b>TOTAL</b>	<b>8.46</b>	<b>75.13</b>
Region 7W:	Benton	-	-
	Sherburne	-	.64
	Stearns	15.04	53.44
	Wright	-	2.33
	<b>TOTAL</b>	<b>15.04</b>	<b>56.41</b>
Region 8:	Cottonwood	15.84	41.09
	Jackson	26.68	52.84
	Lincoln	38.17	24.28
	Lyon	28.36	112.54
	Murray	49.91	52.76
	Hobles	19.66	98.42
	Pipestone	59.73	95.98
	Redwood	31.53	33.20
	Rock	16.30	48.68
	<b>TOTAL</b>	<b>286.18</b>	<b>559.79</b>
Region 9:	Blue Earth	25.48	82.68
	Brown	10.99	36.60
	Faribault	64.94	108.57
	Le Sueur	1.55	24.01
	Martin	65.99	98.08
	Nicollet	9.56	9.24
	Sibley	31.04	38.05
	Waseca	4.99	32.79
	Watonwan	10.69	86.69
	<b>TOTAL</b>	<b>225.23</b>	<b>516.71</b>

		<u>Enrollment Decline in Pupil Units</u>	
<u>County</u>		<u>1971-72</u>	<u>1974-75</u>
Region 10:	Dodge	27.96	15.28
	Fillmore	43.49	52.50
	Freeborn	4.05	146.76
	Goodhue	5.77	39.33
	Houston	46.71	13.60
	Mower	90.11	221.52
	Olmstead	1.19	97.34
	Rice	15.38	3.32
	Steele	14.97	31.55
	Wabasha	-	10.58
	Winona	21.53	109.51
	<b>TOTAL</b>	<b>271.16</b>	<b>741.29</b>
Region 11:	Anoka	.20	263.41
	Carver	-	.40
	Dakota	-	144.35
	Hennepin	2,097.35	2,940.49
	Ramsey	-	1,267.93
	Scott	-	-
	Washington	-	9.22
	<b>TOTAL</b>	<b>2,097.55</b>	<b>4,625.80</b>
<b>STATE TOTAL</b>		<b>4,364.57</b>	<b>9,064.29</b>

From Table II the counties with no or negligible declines in enrollments in 1971-72 and/or 1974-75 are listed below:

		<u>Enrollment Declines in Pupil Units</u>	
		<u>1971-72</u>	<u>1974-75</u>
Region 1:	Pennington	0	20.27
	Red Lake	0	14.23
Region 2:	Beltrami	5.56	0
	Clearwater	0	9.14
Region 3:	Cook	3.14	0
	Lake	29.71	0
Region 4:	Becker	0	71.05
Region 5:	Crow Wing	0	121.18
	Morrison	0	23.35
	Wadena	0	6.07
Region 7E:	Isanti	0	0
	Kanabec	0	19.28
	Pine	0	32.10
Region 7W:	Benton	0	0
	Sherburne	0	.64
	Wright	0	2.23
Region 10:	Wabasha	0	10.58
Region 11:	Carver	0	.40
	Dakota	0	144.35
	Ramsey	0	1,267.93
	Scott	0	0
	Washington	0	9.22

The state total declining enrollment pupil units more than doubled from 1971-72 to 1974-75. Doubling also occurred in all but Regions 1, 3, 6W, and 8.

In Region 11 virtually all of the decline in 1971-72 was in Hennepin county; in 1974-75 Hennepin and Ramsey counties accounted for 90.96 percent of the decline. In 1971-72, 51.72 percent of the decline in Hennepin county occurred in Minneapolis. In 1974-75, in Hennepin county 44.35 percent of the decline occurred in Minneapolis; in Ramsey county 81.78 percent of the decline occurred in St. Paul.

Table III given the Fall, 1975 enrollments in each planning region, the percent of the total state enrollment in each planning region, and the percent of the total state support units in each region in 1971-72 and 1974-75. Variations between percent of total enrollment and percent of total state support units occur in:

Regions 3 and 8 - where the percent of total state support units in 1971-72 and 1974-75 are distinctly higher than the percent of state enrollment

Regions 7E and 7W - where the percent of total state support units in 1971-72 and 1974-75 are distinctly lower than the percent of total state enrollment

Regions 5 and 10 - where the percent of total state support units in 1974-75 is slightly lower than the percent of total state enrollment

Region 11 - where the percent of total state support units is distinctly higher in 1974-75 than the percent of total state enrollment

TABLE III

Enrollment and Support Units by Region

Region	K	1-6	7-12	Total	Percent of Total Enrollment	Percent of Total State Support Units	
						1971-72	1974-75
1	1,669	9,704	12,284	23,657	2.69	3.28	2.87
2	930	6,146	7,987	15,063	1.71	1.15	1.40
3	5,030	31,954	41,326	78,310	8.92	18.37	12.74
4	2,742	16,816	22,721	42,279	4.81	4.04	3.97
5	2,014	11,923	16,234	30,171	3.44	.29	2.15
6E	1,680	9,198	12,452	23,330	2.66	2.34	2.36
6W	916	5,764	7,951	14,631	1.67	4.00	1.97
7E	1,651	10,230	12,481	24,362	2.77	.19	.83
7W	3,690	19,521	25,916	49,127	5.59	.35	.62
8	2,002	12,530	17,238	31,770	3.62	6.56	6.18
9	3,147	17,455	24,007	44,619	5.08	5.16	5.70
10	6,113	36,951	46,008	89,072	10.14	6.21	8.18
11	31,103	174,498	206,331	411,932	46.90	48.06	51.03
State	62,687	362,700	452,936	878,323	100.00	100.00	100.00



The amount and percentage of state total DEFA paid in each development region is indicated in the first two columns of Table IV. The third column of the table gives the percentage of the total state enrollment in each region in the Fall of 1975. A comparison of columns 2 and 3 is given in the following tabulation:

Regions receiving more or less DEFA than  
could be expected on the basis of enrollment--

<u>More</u>	<u>Less</u>
1, 3, 6W	2, 4, 5, 6E
8, 9, 11	7E, 7W, 10

The fourth column of Table IV gives the percent of the variation between DEFA and enrollment in each region. The greatest variance occurs in Regions 7E and 7W where the percentage of DEFA is much less than the percentage of enrollment and in Region 8 where the percentage of DEFA is much greater than the percentage of enrollment.

TABLE IV

Declining Enrollment Foundation Aid by Planning Region  
1974-75

(1) Region	(2) Declining Enrollment Foundation Aid Received	(3) Percent of Total State Declining Enrollment Foundation Aid Received	(4) Percent of Total State Enrollment Fall, 1975	(5) Percent of Variation Between Aid and Enrollment
1	\$ 210,044	2.85	2.69	5.95
2	93,696	1.27	1.71	25.73
3	948,514	12.87	8.92	30.69
4	276,638	3.75	4.81	22.04
5	152,054	2.06	3.44	40.12
6E	174,087	2.36	2.66	11.28
6W	139,937	1.90	1.67	13.77
7E	54,131	.74	2.77	73.29
7W	42,096	.57	5.59	89.80
8	450,072	6.11	3.62	68.78
9	415,898	5.64	5.08	11.02
10	598,334	8.12	10.14	19.92
11	3,815,277	51.76	46.90	10.36
State	\$7,370,778	100.00	100.00	100.00
Minneapolis	\$1,075,487	14.59	6.04	141.56
St. Paul	855,740	11.61	4.61	151.84
Duluth	161,931	2.20	2.29	3.93

It is interesting to see what occurs when data for the three cities of the first class in Minnesota are considered separately. This is done in an extension of Table IV. Both St. Paul and Minneapolis receive a much higher percent of the total state DEFA than their percent of the total state enrollment while Duluth receives approximately the same percent of the total state DEFA as its percent of total state enrollment.

#### GROWTH FOUNDATION AID

In Table V are listed the school districts of the state which will receive foundation aid based on growth. School districts receiving the greatest amount of aid are:

<u>District</u>	<u>Growth Pupil Units</u>
Anoka	863.83
Rosemount	452.26
Howard Lake	157.89
Elk River	136.96
Prior Lake	122.24
Osseo	100.91
Burnsville	97.18
St. Cloud	85.27
Eden Prairie	81.10
Delano	76.31
Shakopee	68.06
Cambridge	65.75
Forest Lake	56.26
North Branch	52.72
Farmington	52.66

TABLE V

Estimated Growth Pupil Units  
1975-76

<u>District Number</u>	<u>School District</u>	<u>Growth Pupil Units</u>
2	Hill City	10.79
11	Anoka	863.83
15	Saint Francis	89.73
21	Audubon	3.95
32	Blackduck	12.58
38	Red Lake	36.67
114	Backus	2.63
115	Cass Lake	26.95
118	Remer	12.60
119	Walker	33.14
127	Maynard	3.35
138	North Branch	52.72
140	Taylor's Falls	12.68
141	Chisago	15.17
323	Franconia	2.55
158	Gonvick	9.34
182	Crosby	48.39
186	Pequot Lakes	6.77

<u>District Number</u>	<u>School District</u>	<u>Growth Pupil Units</u>
191	Burnsville	97.18
192	Farmington	52.66
196	Rosemount	452.26
209	Kensington	9.85
220	Frost	8.36
223	Minnesota Lake	9.86
236	Wykoff	3.72
255	Pine Island	40.34
272	Eden Prairie	81.10
279	Osseo	100.91
301	Akeley	16.14
306	La Porte	2.77
308	Nevis	2.75
316	Coleraine	15.57
317	Deer River	20.29
352	Humboldt	2.44
354	Kennedy	2.34
376	Marietta	5.40
394	Montgomery	16.71
411	Balaton	10.39
421	Brownton	10.73
427	Winsted	6.16
436	Alvarado	2.12
437	Argyle	3.00
477	Princeton	21.58
480	Onamia	32.97
483	Motley	13.13
485	Royalton	5.82
526	Twin Valley	3.77
534	Stewartville	17.82
566	Askov	3.64
570	Finlayson	1.75
576	Sandstone	10.33
595	East Grand Forks	19.10
597	Erskine	6.70
604	Mentor	7.26
628	Plummer	8.04
638	Sanborn	3.25
651	Hector	11.22
676	Badger	8.56
707	Nett Lake	19.81
719	Prior Lake	122.24
720	Shakopee	68.06
726	Becker	21.52
727	Big Lake	11.90
728	Elk River	136.96
742	St. Cloud	85.27
745	Albany	15.00
750	Cold Spring	23.54
761	Owatonna	76.31
782	Murdock	4.75
790	Eagle Bend	7.00
809	Mazeppa	10.86
831	Forest Lake	56.26
879	Delano	80.15
880	Howard Lake	157.89
881	Maple Lake	6.89
883	Rockford	47.65
885	Saint Michael	8.42
911	Cambridge	65.75

# Advisory Council on Fluctuating School Enrollments

## Special Study

1. Subject: Foundation Aid Formula: Declining Enrollment and Growth Enrollment Foundation Aid
2. Purpose of Study:
  - 1) To determine the feasibility of changes in the declining enrollment and fast growth factor in the foundation aid formula
3. Related Problem Areas:  
Section IV C1 Foundation Aid Formula
4. Related Alternative Solutions:  
Alt. Sol. 52 Declining Enrollment Factor  
Alt. Sol. 53 Fast Growth Districts
5. Questions to be Addressed:
  - 1) How many districts are currently receiving additional aid under the declining enrollment and fast growth factors in the foundation aid formula?
  - 2) What relationship exists between the aid received and the reduction or increase of revenue per pupil due to enrollment change?
  - 3) What alternatives in the declining enrollment and fast growth factors might be considered?
6. Required Data Base:
  - 1) # of districts receiving declining enrollment and fast growth aid during 1974-75
  - 2) Amount of per pupil revenue increase or decrease due to enrollment changes.
7. Desired Format of report:
  - 1) Definition of the declining enrollment factor and fast growth factor in the foundation aid formula
  - 2) Current status
  - 3) Relationship with revenue
  - 4) Proposed changes
  - 5) Recommendations
8. Estimated Completion Date: June 1, 1976  
Reporting Date: June 11, 1976

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# ANNUAL STATUS REPORT ON ENROLLMENTS AND CURRENT DISBURSEMENTS\*

Prepared by the Advisory Council  
on Fluctuating School Enrollments

## Introduction

The purpose of this study was to develop a rationale for supporting an annual status report at the local school district level. It is recommended to the Council, at this time, that this rationale not be developed until the August meeting when all available information has been considered in the other areas. This rationale requires a better understanding of the impact of fluctuating school enrollments on the cost and quality of education than is available at this time.

In lieu of a rationale the Council should be advised of the new legislation which involves planning, evaluation and reporting to the public. The Council may wish to consider recommending that an annual status report be included in Laws of Minnesota, 1976, Chapter 271, Section 2, *Planning, Evaluation and Reporting to Public; Curriculum Advisory Committees* rather than the original recommendation in alternative solution 49 which suggested amending Minnesota Statute 123.71, *Publication of School District Disbursements*.

The Legislation which is directed to planning, evaluation and reporting to the public is as follows:

Sec. 2. [123.741] PLANNING, EVALUATION AND REPORTING TO PUBLIC; CURRICULUM ADVISORY COMMITTEES. Subdivision 1. The school board of each school district in the state shall develop and adopt a written educational policy which establishes educational goals for the district, a process for achieving these goals, and procedures for evaluating and reporting progress toward the goals. The school board shall review this policy each year and adopt revisions which it deems desirable. School boards are encouraged to develop this school district policy and any revisions after consultation with the staff of each school building.

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Study.

Subd. 2. The school board shall instruct the administrative and professional staff of the district to develop an instructional plan for the purpose of implementing the goals established in the district educational policy within resources available to the district. Insofar as possible the instructional plan shall include measurable instructional objectives to assist in directing and measuring progress toward the goals established in the district educational policy. For goals toward which progress is not easily measurable, the instructional plan shall include other appropriate means to direct and evaluate progress.&

Subd. 3. Each school board is encouraged to appoint a curriculum advisory committee to provide for active community participation in the process of developing and revising the district educational policy, developing the instructional plan, evaluating progress and reporting to the public.

Subd. 4. Each year a final evaluation of progress shall be conducted, including both professional and consumer evaluations. The professional staff evaluation shall utilize test results and other performance data along with faculty interpretations and judgments. Consumer evaluation shall include the opinions of students, parents and other residents of the community served by the school. Upon receipt of the evaluation reports, each school board shall review the results and develop appropriate school improvement plans to improve areas where goals of the district educational policy have not been met.

Subd. 5. The district educational policy, the reports of the annual evaluation including summary test results, and the plans for school improvement shall be made available to the citizens of the school district through media releases and other means of communicating with the public. These documents shall also be on file and available for inspection by the public. Information copies of the reports shall be sent to the state board of education. All activities and reports pursuant to this section shall comply with Minnesota Statutes, Sections 15.162 to 15.167, and any other law governing data on individuals in school districts.

Sec. 3. [123.742] ASSISTANCE TO LOCAL SCHOOL DISTRICTS. Subdivision 1. Insofar as possible, the state board of education and educational cooperative service units shall make technical assistance for planning and evaluation available to school districts upon request during the 1976-1977 school year. The department shall collect the annual evaluation reports from local districts as provided in section 2, subdivision 5 of this act, and shall make this data available upon request to any district seeking to use it for purposes of comparisons of student performance.

Subd. 2. The department upon written agreement with local school districts may perform testing and evaluation of students. The department may collect a reasonable fee not to exceed the actual cost of services.

Sec. 4. TIME OF IMPLEMENTATION. School districts are encouraged to begin planning, evaluation and reporting to the public pursuant to sections 1 and 2 of this act during the 1976-1977 and 1977-1978 school years. All school districts in the state shall engage in planning, evaluation and reporting to the public pursuant to sections 1 and 2 of this act during the 1978-1979 school year and shall submit a report, which has been shared with the public and adopted by the school board, to the state board of education by August 1, 1979. During the summer of 1977, the state board of education shall report to the districts of the state the experiences of the demonstration projects authorized in section 5 of this act and of any similar projects funded from other sources.

**Sec. 5. DEMONSTRATION PROJECTS.** For the 1976-1977 school year, the state board of education shall make grants to several school districts to develop local plans, evaluation techniques using valid and reliable instruments, and procedures for reporting to the citizens of the school districts. The state board shall encourage these school districts to engage in alternative procedures for planning and reporting. The state board of education is encouraged to use available federal funds to support additional demonstration projects. By November 15, 1977, the state board shall report to the education committees of the legislature on the demonstration projects and their direct and indirect costs.

**Sec. 6. REPORT TO LEGISLATURE.** By February 1, 1977, the state board shall report to the legislature on the nature and number of requests for technical assistance received pursuant to section 3 of this act. This report shall contain recommendations on the need for any legislation to provide for improvement in the ability of the department of education to provide this assistance to districts.

**Sec. 7. [123.743] APPROPRIATION OF FUNDS.** There is annually appropriated from the general fund to the department of education any and all amounts received by the department pursuant to section 3, subdivision 2 of this act.



Advisory Council on Fluctuating School Enrollments

Special Study

1. Subject: Annual Report on Current Disbursements
2. Purpose of Study:  
To develop reationale for an annual report on enrollments  
and current disbursements
3. Related Problem Areas:  
Section 10 B6 Organization/Governance
4. Related Alternative Solutions:  
Sol. 49 Annual Report on Current Education Status
5. Questions to be Addressed:  
What rationale supports an annual status report?
6. Required Data Base:  
Minnesota Statute 123.71 Publication of School District  
Disbursements.
7. Desired Format of Report:  
Recommendations  
1. Rationale
8. Estimated Completion Date: June 1, 1976  
Reporting Date: June 11, 1976

## COOPERATION

### Section D.

1.

## INCENTIVES FOR INTERDISTRICT COOPERATION

Interdistrict cooperation is one means by which the impact of fluctuating school enrollments can be lessened. This paper will examine the concept of interdistrict cooperation in four areas:

- rational incentives and disincentives to interdistrict cooperation;
- incentives which can be manipulated by policy-makers to promote inter-district cooperation;
- common areas of cooperation; and
- existing mechanisms for cooperation.

The conclusion of the paper will cite options open to policy-makers as they attempt to encourage school districts to cooperate with one another in solving educational problems.

## RATIONAL INCENTIVES AND DISINCENTIVES TO INTERDISTRICT COOPERATION

### Incentives

Foremost among the rational incentives to cooperation is the opportunity for school districts to achieve economies of scale. A school district may be able to provide traditional educational programs while high cost, unique educational programs can best be accomplished more economically when several districts, or even all districts within the state, cooperate. The fact that school districts can choose to operate independently for some activities and cooperatively for others, may itself be an incentive, especially if the other alternatives are forced consolidation or bankruptcy.

Another rational incentive is the opportunity, through cooperation, to expand educational services. Individual districts may not have enough students in need of psychological services, for example, to hire a school psychologist. However, several districts can cooperatively purchase and share psychological services, thus expanding the service base of their district. School districts can also cooperate to purchase non-

educational services which would not be economically feasible for the school district to purchase on its own.

Because cooperation brings a school district into close contact and communication with other school districts, a third incentive to cooperation might be the potential for discovery of new ideas and innovations.

Fourth, fear of consolidation and subsequent loss of local control may cause some districts to cooperate.

A closely related incentive revolves around the propensity of public school administrators to avoid taking risks (Brown, 1970). Just as school administrators would risk cooperation rather than probable consolidation, so might they risk participation in an innovative cooperative endeavor while avoiding development of a similar within-district endeavor. Cooperation spreads risk and tends to isolate participants from the consequences of failure.

Finally, interdistrict cooperation can expand the power of cooperating districts beyond that which is accorded a single school district. A few multidistrict cooperatives (i.e., Area Vocational Technical Institutes) have been granted the authority to levy taxes for special purposes.

#### Disincentives

In contrast to the incentives for cooperation there are four primary disincentives. First, many school districts fear that a cooperative structure might begin to regulate local school districts so as to diminish local control of the schools.

In areas faced with the problem of fluctuating enrollments, a district suffering high per pupil costs or other serious problems may be willing to cooperate, but neighboring districts may be unwilling to share the burden.

If districts do agree to cooperate in sharing professional personnel, for example, the problem of reconciling differing salary and benefit schedules becomes a third disincentive. Other contractual and legal entanglements, as well as community loyalties, obstruct the busing of children and teachers across district lines, or the purchase or rental of educational facilities in one district by another.

#### CONTROLLED INCENTIVES

In addition to the rational incentives described earlier, incentives exist which are under the control of educational policy-makers.

Both the federal and state governments employ differential funding to support either a specific cooperative activity or the mechanism by which a cooperative activity can be created. The administrative start-up funds made available to the Educational Service Agency and the Educational Cooperative Service Units are illustrative of the funding for the support of the mechanism by which a cooperative activity is created.

Despite their legislative and regulatory power, the state and the federal governments seldom threaten to withhold funds as a means of forcing compliance with a government directive. Berke and Kirst (1973) comment with regard to the United States Office of Education (USOE), for example, that ". . . funds are practically never withheld. . . the outcome of the negotiation is usually similar to the Federal Trade Commission's 'consent decree'--a promise not to continue the questionable practice with no penalty for prior action."

Taxing authority, as held by the three specially created vocational districts in the state and the special education consortia, is a powerful incentive, especially in light of monetary constraints placed on local districts by the state levy limitation.

Regulations, operating requirements, and required reports can function as incentives to interdistrict cooperation. At the federal level, the USOE exercises control through regulations that have the force of law; guidelines that interpret the regulations and give legally non-binding suggestions; and, memoranda which clarify regulations and serve as legal mandates (Berke and Kirst). Similar use of regulations, guidelines and memoranda can be made at the state level.

One problem created by the multi-level mixtures of regulations, guidelines and memoranda is confusion. "This confusion permits slippage and evasion, particularly when supplemental. . . program memoranda have changed long-standing policies" (Berke and Kirst).

Finally, formally adopted plans of the State Department of Education have served as incentives to cooperation, as in the formation of the Area Vocational Technical Institutes (AVTI) in response to the state plan for vocational education. Basically, a plan shapes the activities of the state education agency so as to bring about local efforts.

In addition to rational incentives, then, federal and state levels of government can encourage interdistrict cooperation through plans, regulations, differential funding, and granting the authority of taxation.

## ACTIVITIES FOR COOPERATION

While a great number of activities can best be provided over a small area and under the control of a small service unit, some educational activities are more properly carried out over a larger geographic area or population base. Stephens (1973) and Urzi (1974) describe services which are appropriate subjects of interdistrict cooperation.

1. Regulatory (not, strictly speaking, a cooperative activity but rather a delegation of state authority). Examples: apportionment of state funds to local school districts; auditing of local district accounts; approval of school district boundary changes; approval of local school district building programs, including long-range plans and educational specifications; and, approval of school district reorganizational plans.
2. Administrative services. Examples: accounting functions; preparation of payroll and issuance of salaries; school district census; interpretation of federal and state legislation, and state education rules regulations; assistance in bus transportation coordination; liaison with other governmental subdivisions; cooperative purchasing; maintenance of teacher substitute pool; and, a provision of pupil accounting services, grade reporting, scheduling and attendance, and other pupil related data management; and data management for general administrative and fiscal purposes.
3. Instructional programs and services. Examples: cooperative employment of curriculum consultant services; provision of educational media services, such as films, television facilities, printing services, and audiovisual services; child study and diagnostic services; educational testing; and, consultant services for elementary-secondary student personnel programs, such as guidance and its coordination and upgrading.
4. Programs and services for exceptional children. Examples: consultant and inservice training services to special education staff; coordination and/or supervision of instructional services for exceptional children; direct provision of service for low incidence exceptional children; home-bound instruction; and, pupil personnel services adapted to the needs of exceptional children.
5. Research and development programs and services. Examples: assistance in and/or provision of administrative and business management research and development studies such as budget analysis, cost studies, long-range financial planning, long-range facilities planning, and enrollment trends and projections; assistance in and/or provision of staff personnel research and development studies such

as salary schedules and professional negotiations; curriculum and instructional research and development such as needs assessment, development of objectives, pilot projects, and program evaluation; and, provision of literature dissemination, reviews, and critiques.

6. Staff development programs and services. Examples: inservice training for instructional personnel; staff development for noninstructional personnel such as bus drivers and cafeteria employees; staff development and inservice training for administrative personnel; and, developmental programs for members and officials of governing boards of local school districts.

Potential cooperative services are obviously diverse. They vary in kind, in the optimum size and delivery mechanism required, and in the incentives that will bring them about.

### MECHANISMS FOR COOPERATION

The activities of interdistrict cooperation are generally mediated through organizational structures. This section examines the structures through which cooperative action can be mediated in Minnesota.

The most common mechanism for interdistrict cooperation has been the host district, a mechanism by which a single district governs and administers a service which is purchased by other districts.

Historically, the host district has usually been the largest district in the service area. The central cities of Minneapolis and St. Paul, and to a lesser extent, Duluth, have a long history of setting up and vending services to surrounding districts. Examples are the Dowling School for Crippled Children in Minneapolis and the Lindsey School in St. Paul which were, for many years, the primary schools for orthopedically handicapped children in the Metropolitan area. Each school served several districts, with a commuting radius of up to twenty miles.

While host district services have declined in the central cities in recent years, they have expanded in other districts. From 1965 to 1970, for example, the Hopkins school district hosted an interdistrict special education facility. Governance of this facility, however, was the responsibility of the Board of Directors of the Educational Research and Development Council (ERDC) of the Twin City Metropolitan Area, Inc. (Krantz, 1970).

Each of the 33 Area Vocational Technical Institutes (AVTI) is operated and governed by a host district and serves students



both from within the host district and from the school districts within the surrounding region. The state-wide plan for vocational education, however, provides some state-wide coordination of the AVTI's, especially with regard to services and operations.

A second mechanism for interdistrict cooperation is the joint board, allowed under Minnesota Statutes 1961, Section 471.59, *Joint Exercise of Powers*, as amended.

This statute permits two or more governmental units to enter into an agreement to jointly exercise "any power common to the contracting parties or any similar powers including those which are the same except for the territorial limits within which they are exercised." The exact limitations on the exercise of joint powers are, however, still not completely clear.

In Minnesota, joint boards have been used primarily to provide a single cooperative activity. One example is Total Information in Educational Services (TIES), the largest data processing organization in the state.

A disadvantage of joint boards is members of the joint boards are appointed by elected local school board members. This tends to remove the joint board members from direct accountability to the public. The cooperative activity would rarely receive detailed attention by the individual participating districts unless a serious dissatisfaction arose.

By specific acts of the legislature, special joint districts have been formed as a third mechanism of cooperative endeavor. There are three such entities in Minnesota: The Suburban Hennepin County Vocational Technical Schools (District No. 287); District No. 916, located in White Bear Lake, Minnesota and serves the Northeast Metropolitan Quadrant; and, the Dakota County Vocational Technical Schools (District No. 917). These districts have powers and duties similar to those assumed by a joint board. The special joint districts have taxing authority; are empowered to act as independent school districts; and, are charged with responsibilities in the areas of vocational education, special education, and driver training. Their governing bodies are appointed by the boards of their respective member districts.

The Educational Cooperative Service Units (ECSU), whose formation was made possible under Minnesota Statute, 1976, Chapter 8, is a fourth mechanism for interdistrict cooperation. The purpose of the ECSU is to provide services on a cooperative basis that would be not economical for school districts to provide on their own. The act also provides that all districts within Development Region XI, comprising the metropolitan Twin Cities area, participate in regional educational planning.

Start-up monies are available for the formation of ECSU's in ten regions throughout the state. At the present time, regional offices have been established or are about to be established in the Twin Cities, Rochester, Mankato, Marshall, Fergus Falls, Duluth, and Bemidji.

The Educational Service Agency (ESA), established by a special act of the legislature in 1973, was the prototype for the ECSU. The ESA served school districts in the Southwest and West Central Educational Service Area, and provided administrative services, data processing, evaluation and research, vocational education, teacher personnel services, regional planning, and vocational rehabilitation.

Another mechanism for cooperation, the voluntary educational cooperative, is generally formed under a joint powers agreement, but may include a mixture of groups or agencies such as local school districts, colleges and universities, Title III centers, regional educational laboratories, state education agencies, and other social or community agencies. A well developed voluntary educational cooperative protects the autonomy or local control of the basic unit while providing the benefits of a complex agency (NCEC, undated).

School study or development councils are another possible mechanism. "A school study council (also often called school development council) is a group of local school systems loosely confederated, usually under the sponsorship of a college of education, organized for the purpose of solving defined educational problems existing in member schools" (NCEC, undated). In Minnesota an example of such a council is the Metropolitan Educational Research and Development Council (ERDC), a non-profit corporation made up of 42 school districts. Because this type of school study council is not a true school district, it is at some disadvantage in offering certain kinds of inter-district cooperative services. On the other hand, these councils have a great capacity for flexibility and, partially through their linkage with institutions of higher education, they have a history of research capability.

They also have a history of initiating activities that later "spin off" into more formal sponsorship. The Metropolitan ERDC, for example, initiated the development of TIES and the Social Studies Resource Center.

Finally, interdistrict cooperation can occur within industry-education cooperatives. Such cooperatives are found in California, Connecticut, Delaware, Illinois, Iowa, Massachusetts, Ohio, and Oregon (NCEC, undated).

#### OPTIONS OPEN TO EDUCATIONAL POLICY MAKERS

Public education is the responsibility of the state. Hence, the legislative, executive, and judicial branches of state government all have an interest in education and its conduct within the state.

The legislative branch of government holds fiscal control over local education agencies, and has recently become

interested in such phenomena as fluctuating school enrollments, interdistrict cooperation, and the effectiveness for shaping educational policy.

The executive branch includes the Governor, the State Department of Education, and other state agencies plus some agencies, such as the Departments of Welfare and Corrections, also are engaged in varying capacities in the conduct of educational programs.

As part of the executive branch of government, the State Department of Education has the ability to provide strong incentives to interdistrict cooperation. Within broad limits set by the legislature, the Department of Education can promulgate rules and regulations that have the force of law; can interpret legislation commensurate with its desires; and, can require that school districts regularly report specific types of information, thus mandating attention to a given activity.

Quasi-governmental entities, such as the Legislative Advisory Council on Fluctuating School Enrollments also have substantial impact in shaping policy and incentives in Minnesota's educational system.

Last, the judicial branch of government, through its decisions, reveals its opinions regarding educational policies, their legality, and their overall effectiveness.

The state government thus wields a large amount of power which can be used to facilitate interdistrict cooperation. A similar analysis could be performed at the federal level; however, the power of the federal government is beyond the reach of the Advisory Council on Fluctuating School Enrollments and will therefore not be considered here.

The following options may be considered by educational policy-makers in light of the previous analyses of rational and controlled incentives; areas of cooperation; types of cooperative endeavors; and the power inherent in levels of state government. These options are by no means mutually exclusive.

#### OPTIONS

#### OPTIONS

Mount a general promotion and public education campaign designed to strengthen the existing trend that favors interdistrict cooperation in general. This campaign could be mediated through the State Department of Education, as well as through the State Commissioner of Education's report(s) to the legislature.

Support and encourage the formation of mechanisms for interdistrict cooperation, most probably specifying the organizational form of the mechanism, such as educational cooperative service units, joint boards, and special joint districts.

Support and encourage specified cooperative activities by eclectic mechanisms as to organization or structure of cooperation.

Propose fiscal incentives for interdistrict cooperation, such as, earmarked funding, differential amount or speed of cash flow to cooperative activities, or riders on provisions for funds.

Promote the granting of additional powers to cooperative programs as an incentive, i.e., authority to conduct certain programs only on cooperative basis, or authority to levy additional taxes for cooperative activities or organizations.

Propose and promote administrative regulations, e.g., mandates, operating rules, reporting requirements, by the State Department of Education that will serve as incentives to interdistrict cooperation.

Promote adoption of plans by the State Department of Education that will facilitate the creation of specific mechanisms and activities of interdistrict cooperation.

Propose specific legislation to provide incentives to interdistrict cooperation. This is assumed to be a mandate to the Commissioner of Education, and need not be further examined here, except to note the observation of Hooker and Mueller on the related subject of school consolidation (1970):

"Any legislation involving the use of incentive features must maintain those features at a high enough support level so they are indeed attractive enough to encourage reorganization. . . School district reorganization legislation must be kept current to be effective; stagnant legislation will impede the process. . ."

Although some support exists regarding the utility of the foregoing options, further research is necessary to document more conclusively specific incentives to interdistrict cooperation. Such research might involve the monitoring of events as a cooperative endeavor comes into being; or the reconstruction of the developmental histories of existing cooperative endeavors.

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# INTERDISTRICT COOPERATION STUDY\*

Prepared by the Minnesota State  
Department of Education

## *Introduction*

The data for this paper were derived from two studies conducted by and for the Division of Planning and Development of the Minnesota Department of Education. The first study tabulated and analyzed the results of surveys of school districts and was conducted by seven regional planning agencies in the State.<sup>1</sup> These surveys elicited data on the types of existing interdistrict cooperation as well as the types of activities which district personnel felt would be appropriate for Educational Cooperative Service Unit (ECSU) implementation. In the second study, the area of incentives for interdistrict cooperation was examined in detail.<sup>2</sup>

## *Current Status of Cooperation in Minnesota School Districts*

The above mentioned surveys did not elicit data on inter-district cooperation from all of Minnesota's development regions. In addition, the seven surveys were independent in design and execution, and the resulting responses/results are not precisely comparable. Following is a synopsis of existing inter-district cooperation:

Regions 1 and 2: No data were submitted for this part of the survey.

Region 3: No survey was conducted in this region.

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

<sup>1</sup>Division of Planning and Development, Minnesota State Department of Education: Regional Cooperation and the Proposed Educational Cooperative Service Unit Organization.

<sup>2</sup>Advisory Council on Fluctuating School Enrollments: Incentives for Interdistrict Cooperation.



Region 4:

<u>Service or Program</u>	<u>Number of Districts</u>	<u>% of Responding Districts</u>
Special Education	27	96.4
Vocational Education	20	71.4
Psychological Services	18	64.3
Cooperative Purchasing	8	28.6
Teacher Employment	2	7.1
Other	5	17.9

Regions 5 and 7:

<u>Service or Program</u>	<u>Number of Districts</u>	<u>% of Responding Districts</u>
Special Education	56	93.3
Vocational Education	39	65.0
Cooperative Purchasing	31	51.7
Film Library	22	36.7
Mental Health Services	15	25.0
Shared Classroom Teachers	6	10.0
Cooperation with Colleges	1	1.7
Other	19	31.7

Regions 6 and 8: No survey was conducted as an ECSU type organization is already in existence in these regions providing services in areas such as special education, social and psychological services, cooperative purchasing, and media services.

Region 9:

<u>Service or Program</u>	<u>% Public Respondents</u>	<u>% Non-Public Respondents</u>
Speech Pathologist	67.0	51.0
Mental Retardation Tchr.	67.0	9.0
Vocational Education	61.0	3.0
Psychologist	54.0	34.0
Social Workers	37.0	14.0
SLBP	22.0	20.0
Hearing Handicap Tchrs.	22.0	11.0
Nursing	20.0	71.0
Cooperative Purchasing	20.0	0.0
Psychiatrist	13.0	23.0

Region 10:

<u>Service</u>	<u>% Public Respondents</u>	<u>% Non-Public Respondents</u>
Special Education	92.7	--
Film Libraries	34.5*	

\*Lack of mutually exclusive categories prevents aggregation of like-type activities into larger categories. For example, a substantial number of schools noted cooperation in other media services (in addition to film libraries).

<u>Service</u>	<u>% Public Respondents</u>	<u>% Non-Public Respondents</u>
Computer Services	60.0	2.0
Vocational Centers	27.3	--
Vocational Center Plng.	21.8	--

Region 11:

<u>Service</u>	<u>Number of Participating Districts**</u>
Special Education	53
Data Processing	40 or more
Vocational Education	31
Research and Development	41

### *Inhibitors to Cooperation*

The Advisory Council's paper on incentives to inter-district cooperation lists three inhibitors to cooperation. These "rational distinctives" may be described as:

1. A fear that the new cooperative structure will tend to isolate the original governing body from its natural constituency.
2. A fear that cooperation may cause or permit the existence of units or layers of organization which ideally should cease to exist.
3. The possibility of the mere appearance of cooperation without actual cooperating taking place.

### *Fiscal Incentives*

The Advisory Council's paper on incentives to interdistrict cooperation discussed a number of aspects of the provision of fiscal incentives to encourage interdistrict cooperation. Not discussed, however, are the dollar levels which would be required or most optimal.

The first type of fiscal incentive referred to is "differential funding." This could consist of a direct grant of money earmarked to a specific activity. Or it might be a direct grant to support a particular organizational vehicle. The incentive mechanism could, in whole or in part, be the timing of cash flows. It is pointed out in the Council's paper that differential funding might turn out to be less than effective if funding is never discontinued irrespective of the degree of evasion or non-compliance.

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\*\*A number of districts outside of Region 11 participate in certain services listed.

Another approach to fiscal incentives is to grant, to cooperating agencies, the authority to levy taxes. This is particularly popular with financially pressed school districts who are not able to continue expansive programs or services.

A major problem with the use of many fiscal incentives is related to the financial structure and practices of school districts. They (incentive funds) can too easily be manipulated by the district and "lost" in the shuffle of the monies received from the large multiple funding sources. Consequently, incentive funds should be substantial enough to support the cooperative programs.

# Advisory Council on Fluctuating School Enrollments

## Special Study

1. Subject: Interdistrict Cooperation
2. Purpose of Study:
  - 1) To determine the feasibility of fiscal incentives for interdistrict cooperation.
  - 2) To determine level of fiscal incentives for consolidation which would be distributed on a prorated basis according to size of the new district.
3. Related Problem Areas:  
Section IV A6 Organization/Governance  
Section IV B6 Organization/Governance
4. Related Alternative Solutions:  
Alt. Sol. 41 Fiscal Incentives for Interdistrict cooperation  
Alt. Sol. 45 Fiscal Incentives to Consolidation
5. Questions to be addressed:
  - 1) What is the current status of cooperation statewide in vocational education and special education by region?
  - 2) What are the inhibitors to cooperation? (e.g., paying mileage for travel)
  - 3) What level of fiscal incentives should be considered to encourage cooperation?
  - 4) What levels of fiscal incentives should be considered in encouraging consolidation of two or more districts?
  - 5) What is the feasibility of more than two districts consolidating?
6. Required Data Base:
  - 1) Current status of cooperative programs
    - a. # of districts
    - b. by region
    - c. total statewide
  - 2) Woodlake-Echo Cooperative Agreement beginning 1977
7. Desired Format of Report:
  - 1) Current status of cooperative programs in Minnesota
    - a. level of authority
  - 2) Inhibitors to cooperation
  - 3) Level of fiscal incentives for interdistrict cooperation
  - 4) Level of fiscal incentives for consolidation
  - 5) Recommendations:
    - a. fiscal incentives for interdistrict cooperation
    - b. fiscal incentives for consolidation
8. Estimated Completion Date: May 1, 1976  
Reporting Date: May 7, 1976 (Council meeting)

COOPERATIVE PURCHASING AND THE  
SHARING OF FACILITIES BY MINNESOTA  
PUBLIC SCHOOL DISTRICTS STUDY\*

Prepared by the Minnesota State  
Department of Education

*Introduction*

Data used for this report were derived substantially from two studies conducted by or for the Division of Planning and Development of the Minnesota Department of Education. In the first study, seven regional agencies surveyed their school districts on their participation in interdistrict cooperative efforts as well as on their views regarding the proper role of an Educational Cooperative Service Unit (ECSU), also referred to as ESAs. These surveys were incorporated into one report by the Division of Planning and Development. The second study, currently unpublished, was an economic examination of two cooperative purchasing programs--one operated by the Southwest and West Central Educational Service Area (SW & WC ESA) Media Center in Montevideo and the other operated by the Central Minnesota Educational Research and Development Council (CMERDC) in St. Cloud.<sup>1</sup>

*Cooperative Purchasing*

*Current Status:*

The regional surveys indicated interdistrict<sup>2</sup> cooperative purchasing as follows:

Regions 1 and 2	-- no data was submitted
Region 3	-- no study made in this region
Region 4	-- cooperation by at least 8 districts <sup>2</sup>
Regions 5 and 7	-- cooperation by at least 31 districts <sup>2</sup>
Region 9	-- cooperation by at least 9 districts <sup>2</sup>
Region 10	-- no cooperation noted in survey

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

<sup>1</sup>The Surveys did not query the districts as to possible cooperation with other levels of government (city, county, etc.).

<sup>2</sup>A response was not received from every district in the Region.

In addition to the above, approximately 90 districts in Region 6 and 8 participate in the cooperative purchasing program run by SW and WC ESAs Media Center. Although the above data is somewhat incomplete, it does appear that most of the State's interdistrict cooperative purchasing is in Regions 4, 5, 6E, 6W, 7E, 7W and 8 and utilizes a ECSU type vehicle (the SW & WC ESA Media Center or the CMERDC).

### *Perceived Problems*

None of the studies addressed themselves to potential problems involved with cooperative purchasing programs. Staff at both the Media Center and the CMERDC submit that their programs are popular with their member districts. By contrast, however, cooperative purchasing was not one of the services which the surveyed districts felt should be given priority by a regional ESA organization. Conceivably, lack of experience with this type of program might explain this seemingly inconsistent situation.

### *Cost Effects*

The studies of the cooperative purchasing operations of the SW and WC ESA and the CMERDC were conducted via an in-person visit to these operations and interviews with the personnel in charge. On the basis of these investigations, it appears that these operations can provide significant savings to the small to medium size school districts typical of those found outside the State's major metropolitan areas (Twin Cities and Duluth).

The cost studies of these two operations used as its point of departure data supplied by the operations themselves regarding the per item prices paid by their member districts and those paid by similar sized districts who were not in the program. They submitted that their surveys indicated that these direct savings averaged from 25 to 35 percent for the total of all items purchased for the districts in their programs. The researcher from the Division of Planning and Development converted these estimates into dollar values and then proceeded to assign the necessary fixed and overhead charges required in the derivation of net savings. A brief recap of the two operations is as follows:

#### SW & WC Media Center Operation

##### Direct Savings:

	<u>Before Coop Purchasing</u>	<u>Media Center Cost</u>	<u>Direct Savings</u>
Paper Products	\$304,664	\$208,347	\$96,290
Equipment	85,915	44,700	41,215
Lamps, Bulbs	37,339	18,416	18,923
General Supplies	27,532	14,293	13,239

Overhead and Administrative Costs:

Delivery Costs (Van depr., gasoline, salaries, etc.)	\$2,244
Storage Costs (Bldg. depr., utilities, etc.)	894
Administrative and Support Staff	<u>10,640</u>
Net Savings	<u>13,778</u>
Percentage Savings	$\frac{155,889}{455,449} = 34.2\%$
	<u>\$155,889</u>

Central Minnesota Educational Research  
and Development Council Operation

Estimated Cost Without Cooperative Purchasing	\$893,904
Less: CMERDC Bid Cost	<u>670,428</u>
Direct Savings	<u>223,476</u>

Administrative Overhead Costs:

Delivery Costs	\$12,000	\$12,000
Building Costs	5,885	5,885
Utilities and Supplies	2,098	2,098
Administrative and Support Staff		<u>13,300</u>
Net Savings		<u>33,283</u>
Percent Savings	$\frac{190,193}{893,904} = 21.2\%$	<u>\$190,193</u>

At least part of the difference in the percentage savings between the two operations may reflect the difference in the items purchased. The CMERDC operation included substantial quantities of foodstuffs; the Media Center operation did not (the Media Center has since added foodstuffs). The per item savings possible on the purchase of foodstuffs is not as substantial, for example, as the obtainable on audio-visual equipment.

It should again be emphasized that the very important figures on direct savings were taken from the records of the operations, themselves. No independent survey has so far been attempted to verify the reasonableness of the estimates.

*Feasibility/Alternatives*

On the basis of the above two operations, cooperative purchasing definitely appears feasible. Districts might also investigate the possibility of cooperation with other governmental units in their immediate area (e.g., cities, counties).

*Recommendations*

Not in the purview of researcher.



## *Sharing Facilities*

### *Current Status*

Reference is again made to the studies conducted by the seven regional agencies. The first part of that study was a survey of existing coop facilities. A brief synopsis of this survey is as follows:

- Regions 1 and 2 -- no data was submitted
- Region 3 -- no study made in this region
- Region 4 -- at least 20 districts share a vocational center<sup>3</sup>
- Regions 5 and 7 -- at least 39 districts share a vocational center and at least 22 share a film library<sup>3</sup>
- Region 9 -- at least 28 districts share a vocational center<sup>3</sup>
- Region 10 -- sharing of vocational center, film library, and data processing equipment and services
- Region 11 -- substantial sharing of data processing equipment and services; also, sharing of vocational center

Interdistrict sharing of a vocational center is by far the most commonly shared facility.

### *Feasibility*

Again, as with cooperative purchasing, the existence of widespread sharing of facilities such as vocational centers seems to indicate the feasibility of the concept. As a matter of fact, incentives for sharing may be considerable. Three hundred and twenty-nine of the State's 436 school districts experienced a decreasing enrollment trend between October, 1974 and October 1975.<sup>4</sup> A substantial number of these districts are contiguous with each other. By contrast, only 80 districts displayed a growing trend, and 79 of these were contiguous with one or more of the declining districts.

### *Inhibitors*

Possibly the only major inhibitor may be geographical considerations (e.g., one elongated district contiguous with a similar district but in a geometrically inappropriate manner).

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<sup>3</sup>A response was not received from every district in this Region.

<sup>4</sup>The enrollment trend is defined as the change in a district's grades 1-6 enrollment between consecutive October 1sts. A value of under 100 percent implies a decreasing trend, 100 percent no change, and greater than 100 percent a growth trend.

Advisory Council on Fluctuating School Enrollments

Special Study

1. Subject: Cooperative Purchasing and Sharing of Facilities
2. Purpose of Study:
  - 1) To determine the feasibility of cooperative purchasing between school districts and other governmental units through the State Department of Administration or the Regional Service Units.
  - 2) To determine the feasibility of the legislature providing incentives for the leasing or sharing of school facilities between school districts and other governmental units.
3. Related Problem Areas:
  - Section IV A3 Facilities
  - Section IV4a Student Facilities
  - Section IV 5c Instructional Supplies and Equipment
  - Section IV B3 Facilities
4. Related Alternative Solutions:
  - Alt. Sol. 20 Cooperative Purchasing
  - Alt. Sol. 21 Incentives for sharing facilities
5. Questions to be Addressed:
  - A. Cooperative Purchasing -
    1. What is the current status of cooperative purchasing?
      - a. state level
      - b. regional level
      - c. district level
    2. What are the perceived problems with cooperative purchasing?
      - a. state level
      - b. regional level
      - c. district level
  - B. Incentives for sharing facilities -
    1. What is the current status of the sharing of facilities between districts?
    2. What declining and growing districts are currently in a position to geographically utilize this concept in the future?
    3. What are the inhibitors to sharing facilities?
      - a. cultural
      - b. revenue
      - c. educational program
      - d. geographic location

6. Required Data Base:
  1. # of districts currently participating in cooperative purchasing
  2. Current state level activity in cooperative purchasing
  3. Current regional level activity in cooperative purchasing
  4. # of neighboring declining/growing districts by geographic location and region
7. Desired Format of Report:
  - A. Cooperative Purchasing -
    1. Current status
    2. Perceived problems
    3. Cost effects
    4. Feasibility/alternatives
    5. Recommendations
  - B. Incentives for sharing facilities -
    1. Current status
    2. Feasibility
    3. Inhibitors
    4. Recommendations
8. Estimated Completion Date: May 1, 1976  
Reporting Date: May 7, 1976 (Council meeting)

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## RECOMMENDATIONS BY THE ADVISORY COUNCIL ON FLUCTUATING SCHOOL ENROLLMENTS CONCERNING INTERMEDIATE EDUCATIONAL UNITS

### Preface

The Advisory Council on Fluctuating School Enrollments was created by the Minnesota Legislature in 1974, to "examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education" (Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3).

In addition, the Council was specifically required to make findings and recommendations regarding, "the optimal size of regional units of cooperation" [Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3(f)]. In light of this requirement and the likelihood of legislative action at the 1975 Session on regional units of cooperation, the Council considered it propitious to make preliminary and tentative recommendations at this time on one topic primarily--that of the appropriateness, desirability, and utility of developing intermediate educational structures lining the broadest capacities of the State Department of Education to the specific needs of local school districts.

By restricting the preliminary recommendations to issues related to RESA's\* the Council is not indicating that the RESA's are the prime or major response to the problems associated with fluctuating enrollments. The limitation of focus of this report is solely based upon time limitations and our belief that RESA's would be high on the legislative agenda for 1975.

Presently, a number of proposals have been made concerning these intermediate structures. The Metropolitan Council, Citizens League, the Educational Research and Development Council of the Twin Cities--among others--have generated diverse approaches to the question, and while they vary in many ways, they have as their core the idea that regional educational service areas (RESA's) can provide essential programs and services to larger populations and often at lower costs. They are a kind of educational "shock absorber," so that districts

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\* In proposed legislation, a regional education service area is called an educational cooperative service unit. The concept, however, is essentially the same.

whose enrollments may vary substantially in the future shall continue to have access to, and make available, the best possible educational program for all of the state's children.

The Council wishes to emphasize that because of the need to make a prompt and forthright recommendation, no hearings or other solicitation of citizens' reaction have been held or made. The Council will utilize these and other appropriate methods to inform itself fully and factually before promulgating additional findings.

#### Recommendations

1. The Council believes that the Minnesota Legislature should provide for a statewide arrangement of regional educational service areas.
2. The Council believes that the initial organization of each area should occur only upon petition to the State Board of Education by a majority of all school districts in the designated area.
3. The Council believes that, in general, each of these areas should be contiguous with the extant Development Regions.
4. The Council believes that participation in each area should be voluntary, except that all local districts should be required to participate in planning activities on a regular basis.
5. The Council believes that the primary function of these areas would be the provision of planning and other services to local districts, according to locally derived needs as expressed through regional priorities.
6. The Council believes that funding for each area should be based on a combination of state support and fees for services to districts.
7. The Council believes that each area should be governed by lay citizens selected on a proportional basis by local school board members, with advice and counsel from a board of administrators.

Subsequent sections of this document examine each recommendation in greater detail.

1. The Council believes that the Minnesota Legislature should provide for a statewide arrangement of regional educational service areas.

The Council supports the adoption of the RESA concept for four reasons: (a) it will provide better educational programs and services than do present structures and thereby contribute to the achievement of the constitutional goal of a "general and uniform" Educational System; (b) it will allow broad flexibility in areas with fluctuating enrollments; (c) it will permit planning on a statewide basis; (d) of alternative plans, the regional unit is most appropriate for Minnesota's educational needs.

### Services

In the last 25 years, school districts have found that their capacity to provide a high level of service is constrained by increasing costs, inadequate instructional resources, insufficient levels of support service, and an inability to attract and hold qualified staff (Stephens, 1973, p. 18). Under such conditions, programs or services are often cut back on a district-to-district basis when these services could be retained and delivered in an efficient and effective way under the "umbrella" of a regional structure. To some degree, the RESA can protect districts from either having to lop off programs or services for most students or having to cut back on very expensive programs for small populations. The experience, albeit brief, of the pilot Southwest MESA, demonstrates the ability of the RESA concept to enhance the quality and general availability purchasing of services, media services, special education programs and services has apparently begun to make differences in the schools served by the Southwest and West Central MESA.

### Flexibility

As the school-age population begins to fluctuate with the down-turn in the state's birth rate and with varying migration patterns, there will be enrollment dislocations in Minnesota's school districts, as there already are in Twin Cities suburbs. These fluctuations will continue and will become even more exaggerated in the next 10 years (Christenson, 1975; Reinhardt, 1975). As enrollments decline, for instance, the capacity of a district to maintain more than a minimum level of program will become problematic. Since school funding is based ultimately on the kind and number of students in a district, year-to-year enrollment fluctuations will have an immediate and serious impact on local district operations, whether these districts are large or small, urban or rural. A regional structure will assist the declining enrollment district by providing those services it could not otherwise afford to offer on its own. In the case of a district with expanding enrollments, the regional structure can assist in the rapid development of programs and services on a cost-effective basis.

### Statewide Planning

It is increasingly apparent that the educational structure in the state needs to develop a planning capability which mediates between the broadest planning function at the state level and the planning accomplished at the district level. The RESA will permit quick collection of data on level. The RESA will permit quick collection of data on a regional framework by the RESA to accommodate both local and regional planning needs. At the same time, the RESA can turn around and provide data from the region to appropriate state agencies. One may surmise the rapid development of an educational planning network which is congenial to both state and local frames of reference. The regional unit will play a vital part in forging and maintaining those links.



### Other Alternatives

There are four basic ways of responding to these challenges: increasing district size and so decreasing the perception of local control; developing an environment within which cooperative ventures by local districts might flourish; direct delivery of services to districts by the SDE; and development of a regional structure between the district and SDE.

The first and third of these carry with them the certainty of increased state participation, and this is construed by many to mean increased state control. Or, putting it in a slightly different light, it might be argued that local participation in educational affairs would become more diffuse and less potent with increased district size or greater state participation.

The second alternative has worked with success in other states, although it seems clear that by design, cooperative ventures never enjoy statewide impact as they inevitably reflect a kind of preordained fragmentation. For example, for a variety of reasons duplication of effort cannot be controlled, and in general these ventures are confined to one or two specific kinds of programs, rather than an array of them (Urzi, 1974).

The RESA concept provides a reasonable method of accommodation to local and state needs, particularly in the areas of what has been called "articulation, coordination, and supplementation" (Rhodes, 1963, pp. 9-13). On the one hand, a RESA can measure, through many techniques, what it is which local districts require, develop programs which respond to those requirements, coordinate these activities, and act as an adjunct to appropriate local and state services.

There is no doubt that the interests of districts in maintaining local control is better served through the regional unit as compared to the other methods outlined above. But it is also probably true that the state receives greater benefits for monies expended in RESA's than in other arrangements.

For example, the Southwest and West Central educational service area (the "pilot" ESA) was authorized by the legislature in 1973 to "assist in meeting specific educational needs of children in participating districts" and to "supplement the educational program of local school districts in areas of special need or areas of low incidence of pupils and enrollments." The pilot ESA has increased the overall level of



educational service in that part of the state without depriving the local districts of autonomy or the state of vast amounts of resources. The extent to which such advantages may be directly measured is not totally clear, but the trend is a positive one.

There is natural and understandable resistance to the development of another level in the state's educational hierarchy. The RESA is by no means a radical choice in the alteration of Minnesota's elementary and secondary educational structure, but it does create another administrative level, a development which suggests a new range of organizational problems which shall require thoughtful attention. As a partial "re-tooling," the RESA would have eventual impact on both local and state level educational agencies.

The Council continues to be aware of, and sensitive to, the concerns of local districts across the state that the genesis of RESA's would impinge on local imperatives. We believe that it is in the best interests of education to continue the local perception of local needs as the central point in any consideration of RESA's.

2. The Council believes that the initial organization of each area should occur only upon petition to the State Board of Education by a majority of all school districts in the designated area.

Since we have concluded that the RESA concept has much to offer to the state of Minnesota, especially in an era of inflation and fluctuating enrollments, we have given serious thought to recommending that the State Legislature create the RESA's themselves by statute. Such an approach would insure the most expeditious implementation of the concept.

Nonetheless, we have concluded that it would be unwise to take this approach. Instead, we recommend that the State Legislature enact enabling legislation and leave the creation of the RESA's to the school districts in each Development Region.

There are several reasons for this decision. Since the primary purpose of RESA is to organize and provide programs, services, and planning to local districts, it is appropriate that districts in the area exercise control over the initiation and development of a RESA in that area. Moreover, there is substantial evidence that the school districts in several of the Development Regions are already prepared to create RESA's. Thus, there promises to be expeditious implementation without raising the often emotional issue of local control and without obscuring the merits of RESA's.

3. The Council believes that, in general, each of these areas should be contiguous with the extant development regions.

As noted above, one of the specific issues the Council was asked to address was, "the optimal size of regional units of co-operation" [Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3 (f)].

We have concluded that the most appropriate size of RESA's is that associated with the Development Regions. The size is not necessarily the "optimal" one in terms of a financial analysis. Indeed, we do not think it is possible to find any one measure of size that is "optimal" in this sense. Rather, the Development Region's size is "optimal" in the sense that, in weighing the various alternatives, it seems to be the best one.

One of the most thorough examinations of the intermediate unit plan reviewed a number of standards involved in the organization of RESA's (Stephens, 1967). Typically, these involve a minimum student population, a certain number of districts, geographical size and travel time considerations, financial base, and--as in the Council's recommendation--delineation according to other already existing substate level governmental areas, units, or structures.

Minimum student population is a convenient, if somewhat inefficient, way of thinking about organizing RESA's. Inman's review (1966, p. 25) of seven states with intermediate units showed a range from a 5,000 pupil minimum to 125,000 in New York state. Boundaries based on student populations may be drawn arbitrarily or capriciously, isolated from the reality of shared problems across a number of districts similar in other ways. If minimum populations are enforced as a criterion for an area, then boundary changes would have to be considered as enrollments varied. If implemented, RESA's would be adding and deleting districts at irregular intervals, hardly a stable arrangement for any organization.

Often, enrollment standards are combined with the physical considerations of distance and travel time. One "rule of thumb" has it that no local district should be more than one hour travel time or 50 miles from the RESA central office. (Other variables pertain, of course, from the quality of highways to the locations of populations to be served and local weather conditions.) Such constraints are not unreasonable, but they ought not to be the sole criterion.

The number of districts in the RESA is a function of the first three factors above, and as districts vary in size--area and population--it is not a particularly productive strategy to use.

Financial base is mentioned by Stephens and others, but it is never defined and discussed. One may surmise that it is based on some sort of valuation scheme and other revenue-derived criteria. It does not appear to have been used by any state as a prime standard.

The standard which the Council recommends, that of adhering to Development Region boundaries, is practicable because of relative ease of adoption, because such a resolution would avoid drawing another set of boundaries (of which there already seem to be too many) and would tend to reinforce the identity of the regions as a focal point of decision-making, and because these areas offer reasonable size and population parameters for the short and medium-range future.

RESA's so construed would have a high potential for responding to local and regional concerns because of their comprehensible size, and yet they would be large enough to adjust to enrollment variations and still provide effective and efficient programs and services to districts.

Under certain circumstances, persuasive circumstances, a district on the border of a region may wish to join the RESA in the adjacent region. The Council believes that such options should be granted within the constraint of reason and operating efficiency. Some flexibility is desirable in this regard.

4. The Council believes that participation in each area should be voluntary, except that all local districts would be required to participate in planning activities on a regular basis.

Voluntary participation has the advantage of retaining initiative power (and terminating power as well) in the local district. This arrangement explicitly increases the need for the RESA to remain responsive to local problems and needs.

If participation were mandatory, the question of increased state control becomes germane. The local district would then have another educational power with which to contend, and because organizations behave in fairly predictable ways, the local district would probably have to accept programs and services not all of which it would select on its own.

The Council feels that a reasonable case can be made for voluntary participation in programs and services and mandatory cooperation in regional needs assessment and planning. Planning includes such activities as, "...school enrollment projections, program evaluations, studies of human and fiscal resources availability and distribution" (adapted for ERDC Proposal, 2/3/75). A school district can select programs and services appropriate for it, while the regional agency has the advantage of developing rather complete regional data for its own uses. And in this way a nonparticipating local district might be enticed into participation over time. Or, if the district continued not to

participate, it could continue to check local perceptions of need with those in neighboring districts.

There is little doubt, however, that there is considerable skittishness about state control, as it is tied to this question of mandatory versus voluntary participation. Weighted against that concern is the clear-cut need for a broader and more effective planning base at the regional level. As has been observed, "The educational system has grown substantially through experience and as a result of pressures to meet growing needs rather than through careful analysis and planning" (Reller and Corbally, 1967, p. 145). Required participation in planning will permit better anticipation of need at a level closer to local school districts. A substantial increase in the coordination, quality, and acceptance of planning would undoubtedly occur. (See comments under Recommendation 1.)

The Council is concerned that those districts which may elect to not participate in a RESA structure may be those districts which would profit most from such an arrangement. That is an important risk, but one which must be taken, for if the RESA concept is valid—and the Council believes it is—then most districts would find it advantageous to participate. It seems clear that voluntary participation is preferable to other alternatives.

5. The Council believes that the primary function of these areas would be the provision of planning and other services to local districts, according to locally derived needs as expressed through regional priorities.

The design of the organization is, in the view of the Council the crucial question in regard to the existence of RESA's. In other states, these structures have been restricted to the service function, although in rare instances some regulatory power has been assigned. As the "pilot" ESA report states, "Some ESA units provide programs and services directly to children often in conjunction with a school district. Other such units provide an advisory or consultative service to the district and the district, in turn, provides for the needs of students" (1974, p. 7). The Minnesota ESA serves both functions as follows:

*Administrative Services*  
Comprehensive Educational Planning  
Data Processing  
Proposal Development  
In-Service Programs  
Professional Information Center  
Statewide Facilitator

### *Instructional Services*

- Fine Arts and Humanities*
- Gifted Students*
- Human Relations*
- IGE and Right to Read*
- Testing and Counseling*

### *Special Education Services*

- Alternatives for Emotionally Disturbed Adolescents*
- Coordination of Mentally Retarded Programs*
- Coordination of SLBP Programs*
- Developmental Disabilities*
- Education Service Centers*
- Hearing Impaired*
- Special Education Instructional Materials Center*
- Special Education Regional Consultant*

### *Media Services*

- Cooperation Purchasing*
- Equipment Repair*
- Media Distribution*
- Printing*
- Resource Center: Right to Read*

The Council believes this array of services (ESA, 1974, p. 8) to be indicative of the typical structure of a RESA, and that it is in the best interests of both the districts and SDE to constrain the function of RESA's to service only.

There is a danger--and a probability--that in locating a regulatory function in the RESA, the districts will feel threatened. And while it might be something of a relief for the SDE to spin off certain superficial regulatory functions, such an arrangement might be contrary to either tradition or the optimal functioning of the educational structure of the state.

It is plainly difficult to attempt to serve two masters, and the burden of existing as a link between the SDE and the district is sufficiently onerous without the inclusion of a governance function. The assigning of even a minimal or superficial regulatory power creates a set of less than amicable conditions within which the three levels must operate.

The significant factor, as the ESA report suggests, is the "method for determining priority needs and level (state, region, school district)" (1974, p. 7). As it has stated in Recommendation 4, the Council believes that all districts, regardless of membership status, should be involved in the assessment of local and regional needs.



The Council assumes, additionally, that local needs vary from region to region and that, as a result, the articulation and delivery of programs and services would also vary. Whether subsumed under the aegis of responsiveness or flexibility or innovation, it is important that such differences among RESA's be considered essential rather than aberrational.

Another way of examining the question of service versus regulatory functioning is to ensure a minimum of "developmental or incremental" regulation by excluding from governance those with either indirect or direct ties to the SDE positions. This will be developed in Recommendation 7.

6. The Council believes that funding for each area should be based on a combination of state support and fees for services to districts.

Presently, the "pilot" ESA receives an annual \$50,000 appropriation from the state, and additional monies are generated through dues and contracts for services from local districts. This approach to funding from a combination of sources is, not surprisingly, typical of RESA structures in other states, although the sources of funding do vary.

Other revenue producing possibilities include (a) authority to levy taxes of a limited amount, generally one mill; (b) a weighted formula for the distribution of state monies; (c) a flat grant from the state; (d) federal and private monies; (e) contracts or dues with state matching; (f) contracts or dues without state matching; (g) various combinations of the above, as in the case of the "pilot" ESA.

The authority to levy taxes is appealing primarily because of its simplicity. However, this method would generate fiscal disparities from area to area, and this approach to funding is not especially sensitive to particular regional requirements.

The weighted formula allocates dollars according to both enrollment and property value factors. Like the power to tax, it implies that RESA's would be funded regardless of their inclination to respond to local needs, but this approach would provide a fairer distribution of wealth than the power to tax.

The third method, the flat grant, has two variations. In the first, equal dollars are distributed to all RESA's; the second variation is to make the grants on a per capita basis. Local problems and requirements are generally disregarded in the flat grant.

In all these approaches, the hand of the state is visible, and while that may discomfort advocates of local control, one needs remember that education is a function assigned to the state.

The less critical methods cited in the literature are, first, contracts with state matching in which monies are allocated on the basis of the level of cooperative activities among districts. As Urzi suggests, cooperation may come at the expense of delineating local needs (1974, p. 11). Secondly, contracts without state matching involve total reliance on local resources which are probably insufficient to provide for a minimum level of service and which suggest year-to-year vulnerability of the RESA. In the words of the ESA report, "staffing and long-range planning (would be) difficult for both the service unit and constituent local districts" (1974), p. 27).

One might argue that a combination of funding patterns may be needlessly complex. Simplification, while appealing, tends to accentuate patterns of fiscal disequilibrium. In order to compensate for differing enrollments, patterns of wealth, programmatic and service requirements of decidedly different levels, the Council believes it to be more desirable to develop a funding plan which encompasses (and controls) many of the factors in question.

In particular, the flat grant by the state encourages organizational stability while still leaving room for local initiatives to be expressed. It may be that even with the flat grant funding, some districts may not have in their budgets available dollars to permit their participation in RESA programs and services.

The Council recognizes that the local school district budgets from which the fees for services are secured are contingent on the foundation aid program's being adequate. It is, therefore, incumbent upon the Legislature to fix the foundation aid formula at a level that would permit this expenditure.

Present funding patterns and district-to-district cost differentials may cause delays in joining the RESA. However, the Council believes that this arrangement of combining flat grants with service fees is an equitable plan for resource distribution.

7. The Council believes that each area should be governed by law citizens selected on a proportional basis by local school board members, with advice and counsel from a board of administrators.

The question of governance is, as the Council has tried to suggest earlier, one of great importance. There



is a critical need to "design" in the greatest degree of responsiveness in the board without neglecting the importance of experience in matters educational among lay citizens.

For this reason, the Council believes that school board members are in the best position to select representatives for the regional board. In some cases, the regional area board may be made up of school board members predominantly; in other instances, persons with limited school board experience but substantial prior contributions to the community in other areas may constitute the bulk of regional board membership. In all probability, varying combinations will result. The point is that the school board may choose whomever it wishes to serve.

Area board members should be elected on a proportional population basis (either of citizens or students) for terms not to exceed, for example, three years. Initially, the terms should vary so that a regular rotation of board members is encouraged. This can be reinforced by a decision as to the number of terms one may serve before one must leave the board for a time. Specific arrangements need to be developed as the area plan comes to fruition.

Finally, an advisory board should be developed which would utilize the skills and talents of local administrators in participating LEA's. This board would have no policy making responsibility; instead, it would serve as a locus of counsel and experience for the governing board in their deliberations.

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## **TRANSPORTATION FUNDING**

### **Section E.**

1.

## TRANSPORTATION FUNDING STUDY\*

Prepared by the Minnesota State  
Department of Education

### *Current Provisions of Transportation Aid Formula*

See Attachments A and B relative to pupil transportation financing in Minnesota.

### *Amended Transportation Aid Formula*

School districts do not report cost information by detail object of expenditure such as gasoline or tires.

The present aid formula uses a base cost per pupil transported plus an escalator to allow for price increases that occur between the base year and current year.

Annual legislative sessions provide an opportunity to adjust the aid formula if necessary for unusual price changes or other contingencies.

Pupil transportation is only one user of commodities such as gasoline and tires. Plant maintenance needs in this regard are funded by the foundation aid formula. Introduction of a special escalator, based on one of the national indices, for pupil transportation could stimulate demand for a special escalator in a number of areas of school finance.

The present transportation aid formula was implemented in the 1974-75 fiscal year. Thus, only one year of experience is available to analyze the effectiveness of the formula in funding district transportation costs.

Our analysis of the formula for 1974-75 is as follows:

	<u>Amount</u>	<u>Percent</u>
District Authorized Cost	\$64,804,142	100.0
State Aid Earned	49,994,187	77.2

\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Study.

One Mill Local Levy	10,376,681	16.0
Total Aid Formula	60,370,868	93.2
Additional Local Funding	4,433,273	6.8

Within six months, hopefully, the second year of experience will be available and we will be in a better position to evaluate the aid formula.

### *Transportation Funding for Student Activities*

School districts annually report information on transportation costs and miles traveled for student activity trips (extracurricular) and for field trips.

Actual number of pupils transported is not reported for either category of trips.

For the 1974-75 fiscal year, the following data was reported by school districts:

	Cost	Miles	Cost/Mile
Student Activity Trips	\$2,691,592	6,170,675	\$ .44
Field Trips	1,195,624	2,449,021	.49
Total	3,887,216	8,619,696	.45

The average cost per mile may be understated. The comparable reported cost for regular to and from school transportation is \$.73 per mile.

New authorization and funding for student activity trips and field trips should be considered in conjunction with policies and guidelines relating to energy conservation. See Attachments C and D.

One method of funding is to provide a separate appropriation and funding formula based on cost per pupil, cost per mile, total number of pupils, or some other factor(s).

### *Transportation Funding for Personnel Needs*

The financing of personnel travel related to educational programs is a function of the foundation aid formula, not the pupil transportation aid formula.

PUPIL TRANSPORTATION FINANCING IN MINNESOTAA. EQUALIZATION OF TRANSPORTATION FINANCING      MS 124.222

The 1973 State Legislature enacted legislation designed to further equalize the financing of a district's pupil transportation program. A basic transportation levy of one mill is prescribed for each district which means the financing of authorized transportation operating costs, in terms of direct property taxes, is essentially the same regardless of where a property taxpayer resides.

The balance of authorized costs are financed by the State. However, in order to control excessive increases in such costs, the law as subsequently amended provides that transportation costs per pupil for the 1975-76\* fiscal year, for purposes of the aid computation, must not exceed 118% of the district's transportation costs per pupil in 1973-74. Costs in excess of this limit must be financed by the district by means of a transfer of General Fund monies to the Pupil Transportation Fund.

B. STATE AID PAYMENT SCHEDULE      MS 124.222

The 1973 legislation provided that transportation aid be advanced on a current basis rather than paid in a lump sum on a reimbursement basis as in previous years. The aid schedule calls for 30% of estimated current transportation costs to be advanced before September 30, December 31, and March 31 of each year with the balance of actual costs to be reimbursed in August.

C. FINANCING OF SCHOOL BUSES      MS 124.222: AID      MS 275.125: LEVY

The cost of new school buses is financed by State depreciation aid and an additional transportation bus levy.

Under an 8 year schedule, depreciation aid is paid once each year in September in an amount equal of 12-1/2% of the net value of a district's eligible bus fleet. Eligible school buses are essentially vehicles of 17 or more passenger capacity that meet State minimum conventional school bus standards and "restructured" van type vehicles of 16 or less capacity.

The amount of the additional transportation bus levy is limited to the net cash cost of buses in excess of depreciation aid received.

A school bus account should be established within the Pupil Transportation Fund to account for these monies which are dedicated for the financing of new school buses.

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\*1976-77: 124%.

690

D. AUTHORIZED/NONAUTHORIZED PUPIL TRANSPORTATION MS 124.223

State law specifies certain types or categories of pupil transportation that are eligible for State transportation aid. Authorized transportation of resident pupils during the regular school term or an approved summer program is as follows:

TO AND FROM SCHOOL

- One round trip daily to and from school for pupils who reside one mile or more from the school attended. "Late activity" transportation home is also authorized. Board and lodging of a pupil is authorized when transporting is not feasible.
- One round trip daily for any handicapped pupil attending special education classes. (Handicapped includes blind, crippled, deaf, speech, special learning disabilities, pregnant, educable or trainable mentally retarded).
- One round trip daily for any handicapped pupil attending regular school classes. Application and physician's certificate is required.
- Board and lodging, in lieu of transportation to and from school, of any handicapped pupil attending special education classes. Also authorized is transportation between the board and lodging facility and (a) the special education classes (b) the parents' legal residence.

BETWEEN SCHOOL BUILDINGS DURING THE DAY

- One round trip daily to and from a State board approved secondary vocational center. Also authorized is transportation to and from a job site which is part of an approved occupational experience secondary vocational program.
- Transportation between school buildings within the district for instructional purposes when the program and transportation has received prior approval from the Commissioner of Education.
- Transportation from one educational facility to another within the district for pupils enrolled on a shared time basis in educational programs approved by the Commissioner.

Nonauthorized transportation services consist of field trips, student activity trips, pupils who reside less than one mile from the school attended, other ineligible pupils, nonresident pupils, shuttle between buildings, lunch buses, and any other transportation furnished by the district. Nonauthorized costs must be financed by the district by means of a transfer of General Fund or Student Activity Fund monies to the Pupil Transportation Fund.



E. PUBLIC/NONPUBLIC PUPIL TRANSPORTATION

MS 123.76-123.80

In 1969 the "Fair Bus Bill" was enacted, providing for equal treatment in the transportation of school children in the State of Minnesota. According to law, a school district must provide equal transportation within the district for all eligible school children to any school.

For pupils attending a nonpublic school in another district, the district of residence must provide transportation to the district boundary.

The district may provide transportation to a nonpublic school in another district. In such cases the nonpublic school must pay the cost of the transportation provided outside the district boundaries.

F. TRANSPORTATION AID CATEGORIES

To recognize differences in costs of transportation, the following categories of transportation have been established for purposes of computing basic formula transportation aid:

Regular, Including Summer School  
Secondary Vocational Center  
Handicapped  
Board and Lodging  
Approved Transportation: Between School Buildings

The following categories of transportation aid (authorized effective in 1975-76) have temporarily been established as separate aid categories in addition to the basic formula:

Approved Transportation: Shared Time Programs  
Approved Transportation: Secondary Vocational Employment Stations

G. FULL TIME EQUIVALENT (FTE) PUPILS TRANSPORTED

Since cost of transportation is mainly a function of use of transportation facilities, full time equivalent (FTE) pupils transported are used in the aid calculation. Since this computation is made both in the base period and the year of payment, its advantage lies in being able to more precisely specify costs. The FTE definitions are set forth in the State Board Rule EDU 184 (See attached Rule).

## H. TRANSPORTATION LEVY

Proceeds from the 1975 transportation levy, payable in 1976, are applied to financing expenditures for the 1976-77 fiscal year. The components of the 1975 transportation levy are as follows:

1. Basic levy for operations (One 1974 EARC mill).
2. Bus levy. The amount by which bus expenditures projected for 1976-77 exceed the Bus Account balance as of July 1, 1976 plus depreciation aid receivable in 1976-77. This amount is determined from the Bus Accounting section (page 16) of the 1974-75 Annual Financial Report.
3. Traffic Hazards levy. The cost of the approved program of transporting pupils who reside less than one mile from school when the transportation is necessitated by extraordinary traffic hazards. This cost is determined from the Levy Application form, F28-9.
4. Adjustment levy for transportation underlevies applicable to the 1971 payable 1972 levy or the 1972 payable 1973 levy. This amount is determined by the Department of Education.

## I. DISTRICT REPORTING REQUIREMENTS

	<u>Due Date</u>	<u>Form No.</u>
Transportation Reports for 1974-75	July 31, 1975	F28-various
Annual Financial Report for 1974-75	August 1	F29-2a
Traffic Hazards Levy Application	September 15	F28-9
Vocational Job Site Transportation Application	October 1	F28-8
Shared Time Program Transportation Application	October 1	F28-7
Study Need to Adjust Base Cost (Questionnaire)	October 15	F28-1T

(b) Full-time equivalents. For purposes of establishing base costs per pupil and for paying transportation liabilities of the state pursuant to M.S. 124.222 and 124.223, equivalent pupil units shall be computed (to the nearest .01).

(1) For regular transportation of children pursuant to M.S. 124.223(1) and (2), no pupil transported less than 20 days in a school year shall be counted.

(2) For transportation of children to a secondary vocational center pursuant to clause (a)(2) of this section or M.S. 124.223(3), each pupil transported 20 or more days shall be counted according to term of enrollment as follows:

Half-semester	$\frac{1}{4}$ full-time equivalent pupil
Quarter	$\frac{1}{3}$ full-time equivalent pupil
Semester	$\frac{1}{2}$ full-time equivalent pupil
Regular School Year	1 full-time equivalent pupil

(3) For transportation of handicapped children pursuant to M.S. 124.223(4), (5) and (6), the number of full-time equivalent pupils shall be the sum of the number of days in attendance and transported for each child divided by 175 with no ratio to exceed one.

(4) For board and lodging, pursuant to M.S. 124.223(2) and (4), the same rule applies in sub-clause (3) above.

(5) For summer school transportation, pursuant to M.S. 124.223 (7), a pupil other than a handicapped child shall be counted one-sixth of a full-time equivalent pupil.

(6) For summer school transportation of handicapped children, pursuant to M.S. 124.223 (7), the rules in clauses (3) and (4) above will apply.

(7) Summer school pupils are counted with the pupils in the following school year.

STATE TRANSPORTATION AIDBASIC FORMULA

1. BASE COST PER PUPIL TRANSPORTED IN 1973-74  
X 1.18 = LIMITED COST PER PUPIL TRANSPORTED.
2. LESSER OF LIMITED COST OR ACTUAL COST PER  
PUPIL TRANSPORTED IN 1975-76.
3. X ACTUAL NO. PUPILS TRANSPORTED IN 1975-76
4. LESS 1 MILL LOCAL LEVY (1973 EARC)
5. = STATE AID EARNED FOR 1975-76.

- COSTS MUST BE AUTHORIZED COSTS
- PUPILS MUST BE ELIGIBLE PUPILS

## AUTHORIZED TRANSPORTATION OF ELIGIBLE PUPILS

FOR PURPOSES OF STATE AID, AUTHORIZED TRANSPORTATION INCLUDES THE FOLLOWING CATEGORIES OF TRANSPORTATION:

### TO AND FROM SCHOOL

- REGULAR
- HANDICAPPED
- BOARD AND LODGING  
(IN LIEU OF TRANSPORTATION)

### BETWEEN SCHOOL BUILDINGS

- SECONDARY VOCATIONAL CENTERS  
(STATE BOARD APPROVED)
- SPECIAL INSTRUCTIONAL PROGRAMS  
(PRIOR APPROVAL REQUIRED)
- WORK STATIONS  
(PART OF APPROVED SEC. VOCATIONAL PROGRAM)
- SHARED TIME PROGRAMS  
(QUALIFY FOR FOUNDATION AID)

NONAUTHORIZED TRANSPORTATION INCLUDES FIELD TRIPS, STUDENT ACTIVITY TRIPS, LUNCH BUSES, AND ANY OTHER TRANSPORTATION SERVICES NOT SPECIFICALLY DESIGNATED AS AUTHORIZED TRANSPORTATION.

## ELIGIBLE PUPILS

FOR PURPOSES OF STATE AID, PUPILS TRANSPORTED MUST BE RESIDENTS OF THE DISTRICT WHO MEET THE FOLLOWING REQUIREMENTS:

### REGULAR

- RESIDES ONE MILE OR MORE FROM THE SCHOOL ATTENDED
- ENROLLED IN GRADE K—12
- TRANSPORTED 20 OR MORE DAYS

### HANDICAPPED

- IS A HANDICAPPED CHILD AS DEFINED IN LAW (M. S. 120.03 M. S. 120.17)
- ATTENDS SPECIAL EDUCATION CLASSES
- UNABLE TO RIDE A REGULAR BUS —OR— ABLE TO RIDE A REGULAR BUS BUT REQUIRES SPECIAL HANDLING OR FURTHER SPECIAL TRANSPORTATION TO THE LOCATION OF THE SPECIAL EDUCATION CLASSES ATTENDED

### OTHER

### CATEGORIES

- REFER TO INDIVIDUAL REPORT FORMS FOR ANY SPECIAL ELIGIBILITY REQUIREMENTS

## FULL TIME EQUIVALENT (F.T.E.) PUPILS

AS TRANSPORTATION COST IS MAINLY A FUNCTION OF USE OF TRANSPORTATION FACILITIES, F.T.E. PUPILS TRANSPORTED ARE USED IN THE AID CALCULATION.

● REGULAR                      A PUPIL TRANSPORTED 20 OR MORE DAYS  
                                     = 1 F.T.E. PUPIL

● REGULAR  
  SUMMER SCHOOL            A PUPIL TRANSPORTED 3 OR MORE DAYS  
                                     = 1/6 F.T.E. PUPIL

● HANDICAPPED              F.T.E. PUPILS = NUMBER OF DAYS TRANS-  
                                     PORTED  $\div$  175

● SECONDARY  
  VOCATIONAL  
  CENTER                      F.T.E. PUPIL COUNT IS BASED ON TERM  
                                     OF ENROLLMENT

<u>TERM</u>	<u>ELIGIBLE IF TRANSPORTED</u>	<u>F.T.E.</u>
● REGULAR YEAR	20 DAYS	1
● SEMESTER	10 DAYS	1/2
● QUARTER	7 DAYS	1/3
● 1/2 SEMESTER	5 DAYS	1/4



**CHANGES IN TRANSPORTATION AID CATEGORIES  
EFFECTIVE IN 1975-76**

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**1. AID CATEGORIES DISCONTINUED**

- **EXTRAORDINARY TRAFFIC HAZARDS**  
FINANCING OF THIS TRANSPORTATION SHIFTED TO  
100% LOCAL LEVY (F28-9)
- **LICENSED DAY ACTIVITY CENTERS**  
FINANCING OF THIS TRANSPORTATION SHIFTED TO  
DEPARTMENT OF PUBLIC WELFARE

**2. AID CATEGORIES ADDED**

- **SHARED TIME PROGRAMS, \$125,000**  
AUTHORIZATION IS LIMITED TO RESIDENT PUPILS  
ENROLLED IN APPROVED SHARED TIME PROGRAMS  
AND TRANSPORTED WITHIN THE DISTRICT (F28-7)
- **VOCATIONAL PROGRAM JOB SITES, \$125,000**  
AUTHORIZATION IS LIMITED TO RESIDENT, SECONDARY  
PUPILS TRANSPORTED TO AND FROM APPROVED VOCA-  
TIONAL PROGRAM JOB SITES (F28-8)

1975-76

EXCESS HANDICAPPED TRANSPORTATION AID

1. BASIC AID FORMULA LIMIT IS 118% OF 1973-74 COST PER HANDICAPPED PUPIL TRANSPORTED
2. COSTS BETWEEN 118% AND 128% OF THE 1973-74 COST PER PUPIL ARE FINANCED BY THE DISTRICT
3. COSTS IN EXCESS OF 128% OF THE 1973-74 COST PER PUPIL ARE FINANCED 80% BY STATE AID (TO A MAXIMUM OF \$200,000 STATEWIDE) AND 20% BY THE DISTRICT.

EXAMPLE

- 1973-74 COST PER PUPIL = \$2,000
- PER PUPIL COST LIMIT,  $2,000 \times 1.18$  = 2,360
- 1975-76 COST PER PUPIL = 3,690
- FINANCING

BASIC FORMULA TO 118%	_____	2,360
(STATE AID AND LOCAL LEVY)		
DISTRICT TO 128%	_____	200
EXCESS OVER 128%:		
(3,690 - 2,560 = 1,130)		
STATE AID 80% OF 1,130	_____	904
DISTRICT 20% OF 1,130	_____	226
		<u>3,690</u>

700

## SCHOOL BUS DEPRECIATION AID

### 1. 8 YEAR DEPRECIATION SCHEDULE

- AID IS PAID AT THE RATE OF 12 1/2% OF THE NET VALUE OF AN ELIGIBLE BUS IN EACH OF 8 YEARS FOLLOWING THE YEAR OF PURCHASE (DELIVERY)

### 2. SEPTEMBER, 1975 PAYMENT

- NET VALUE OF ELIGIBLE BUSES AS OF JUNE 30, 1975  
X .125 = STATE DEPRECIATION AID

### 3. ELIGIBLE SCHOOL BUSES

- 17 PASSENGER CAPACITY OR MORE AND MEET STATE MINIMUM CONVENTIONAL SCHOOL BUS STANDARDS
- RESTRUCTURED VAN TYPE VEHICLES OF 16 OR LESS PASSENGER CAPACITY

## AID PAYMENT SCHEDULE

1. THREE ESTIMATED CURRENT PAYMENTS
  - 30% IN SEPTEMBER
  - 30% IN DECEMBER
  - 30% IN MARCH
2. FINAL PAYMENT FOR PREVIOUS YEAR IS MADE IN THE FALL OF THE YEAR IN AN AMOUNT EQUAL TO APPROXIMATELY 10% OF THE AID EARNED FOR THE PREVIOUS YEAR
3. BUS DEPRECIATION AID IS PAID IN A LUMP SUM IN SEPTEMBER

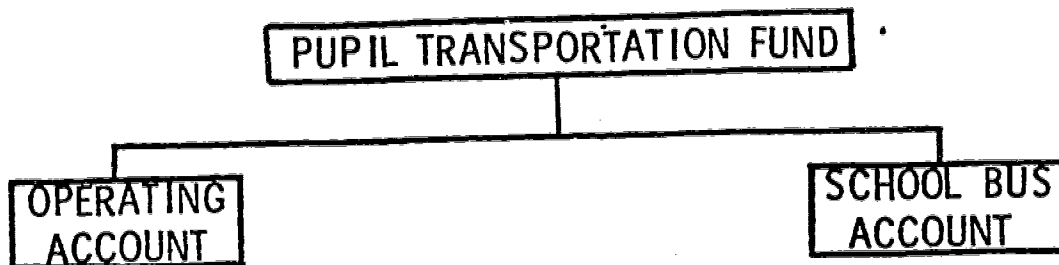
## TRANSPORTATION LEVY

- CERTIFIED IN THE FALL OF 1975
  - PAYABLE IN CALENDAR YEAR 1976
  - APPLIES TO FINANCING 1976-77
1. BASIC LEVY FOR OPERATIONS IS ONE 1974 EARC MILL
  2. TRAFFIC HAZARDS LEVY
    - THE COST OF THE APPROVED PROGRAM OF TRANSPORTING PUPILS WHO RESIDE LESS THAN ONE MILE FROM SCHOOL WHEN THE TRANSPORTATION IS NECESSITATED BY EXTRA-ORDINARY TRAFFIC HAZARDS (APPLICATION FORM F28-9)
  3. SCHOOL BUS LEVY
    - THE AMOUNT BY WHICH PROJECTED BUS EXPENDITURES FOR 1976-77 EXCEED THE BUS ACCOUNT BALANCE AS OF JULY 1, 1976 PLUS DEPRECIATION AID RECEIVABLE IN 1976-77

(BUS ACCOUNT, PAGE 16 OF THE 1974-75 ANNUAL FINANCIAL REPORT, F29-2A)

## PUPIL TRANSPORTATION FUND

1. ALL EXPENDITURES FOR PUPIL TRANSPORTATION, BOTH AUTHORIZED AND UNAUTHORIZED, ARE TO BE RECORDED IN THIS FUND
2. AT THE CLOSE OF THE YEAR
  - AUTHORIZED COSTS ARE REPORTED FOR STATE AID
  - NONAUTHORIZED COSTS ARE FINANCED BY A PERMANENT TRANSFER FROM THE GENERAL FUND OR SCHOOL AUXILIARY FUND
3. A SCHOOL BUS ACCOUNT SHOULD BE ESTABLISHED WITHIN THIS FUND TO ACCOUNT FOR MONIES DEDICATED FOR THE PURCHASE OF PUPIL TRANSPORTATION VEHICLES



RESOURCES

- 1 MILL TRANSPORTATION LEVY
- HAZARDOUS TRANS. LEVY
- STATE TRANSPORTATION AID
- OTHER RECEIPTS
- FUND TRANSFERS

EXPENDITURES

- AUTHORIZED TRANSPORTATION SERVICES
- NONAUTHORIZED TRANSPORTATION SERVICES

RESOURCES

- BUS LEVY
- BUS DEPRECIATION AID
- PROCEEDS FROM SALE OF PUPIL TRANS. VEHICLES
- INSURANCE RECOVERIES

EXPENDITURES

- SCHOOL BUSES
- SMALL VEHICLES USED PRIMARILY FOR PUPIL TRANSPORTATION
- TWO-WAY COMMUNICATION EQUIPMENT



## Advisory Council on Fluctuating School Enrollments

## Special Study

1. Subject: Transportation funding
2. Purpose of Study:
  - 1) To determine the feasibility of amending the transportation aid formula to provide reimbursement levels adjusted for changes in the Wholesale Price Index.
  - 2) To determine the feasibility of expanding the allowable costs under the transportation aid formula to include allowable costs for specified student activity and personnel transportation needs.
3. Related Problem Areas:  
Section IV A4a Student Transportation  
Section IV A5b Student Activity Programs  
Section IV B4 Transportation
4. Related Alternative Solutions:  
Alt. Sol. 28 Amended Transportation Aid Formula  
Alt. Sol. 29 Funding Transportation for Student Activities
5. Questions to be Addressed:
  - 1) How could the transportation aid formula be amended based on the Wholesale Price Index to be more sensitive to those costs related to wholesale pricing changes such as gasoline, tires, etc?
  - 2) How could the transportation aid formula be expanded to include allowable cost for meeting specified student activity and personnel transportation needs (field trips, athletics, music, debate, etc.)
6. Required Data Base:
7. Desired Format of Report:
  - 1) Current provisions of transportation aid formula
  - 2) Amended transportation aid formula
    - a. feasibility
    - b. alternatives
    - c. recommendations
  - 3) Funding transportation for student activities
    - a. feasibility
    - b. alternatives
    - c. recommendations
  - 4) Funding transportation for personnel needs
    - a. feasibility
    - b. alternatives
    - c. recommendations
8. Estimated Completion Date: June 1, 1976  
Reporting Date: June 11, 1976 (Council meeting)

## SCHOOL BUILDINGS

### Section F.

1.

## FACILITIES (CONSTRUCTION AND/OR RENOVATION) STUDY\*

Prepared by the Advisory Council  
on Fluctuating School Enrollments

### *Introduction*

The purpose of this study was introduction to determine the feasibility of a shared cost formula for school facilities (construction and/or renovation). Information in this area has proven to be sparse. Nationally only one state, Maryland, has assumed all costs of school construction, basic changes were made in 13 other states. Florida, one of the 13 states, has been selected to illustrate the complexity of a shared cost formula (See Section B of this Report).

### *Shared Cost Formulae*

A shared cost formula has at least three basic principles: (1) state assumption of a greater share of school costs; (2) state assumption of some or all construction costs; and, (3) allocation of financial resources in relation to educational needs. The degree to which a state assumes financial responsibility will vary from minimal to complete responsibility. Two basic sources of information are required at the state level prior to consideration of the feasibility of such a formula. This information includes the cost of providing elementary and secondary educational services and facilities, including special educational services and facilities, and the number and kinds of instructional and other personnel; and, the cost of acquiring and maintaining land, buildings, and equipment.

### *Florida's Shared Cost Formula*

Florida's shared cost formula is presented to illustrate the type of information required by the state of Florida to determine how resources will be allocated to individual school districts. Section 7 of this formula encompasses comprehensive school construction and debt service programs.

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

Section 8 of this formula covers school design, construction techniques and financing mechanisms. This section particularly addresses the use of relocatable and/or modular units. Section 9 of Florida's formula shows how the allocation of facilities funding relates to the total allocation of resources in Florida's educational finance program.

LAWS OF FLORIDA, Chapter 73-345,  
Sections 7, 8, and 9

Section 7. Funds for comprehensive school construction and debt service.—The annual allocation from the Florida education finance program to each district for the comprehensive school construction and debt service program shall be determined as follows:

(1) Pursuant to regulations of the state board the commissioner shall determine annually the projected school plant and annual debt service needs for each school district and report this to the legislature. In determining these needs and in making the report the commissioner shall include at least the following elements:

- (a) Projected student membership for the next five (5) year period.
- (b) Projected number of unhoused students.
- (c) Cost of removing the deficiencies related to health and safety to life standards.
- (d) Cost of improving the educational environment in existing school plants.
- (e) Current construction cost data as determined by the state board.
- (f) Five (5) year projected cost of amortizing the annual payment of the bonded indebtedness of the district issued prior to the effective date of this act.
- (g) Cost of site acquisition and improvement.
- (h) Amount of additional resources available pursuant to the provisions of Article XII, Section 9(d) of the Constitution as amended in 1972.
- (i) Amount of funds from other sources available to the school board; and earmarked for capital outlay purposes, however, these funds shall not include any funds available from tax monies collected from millage elections in excess of ten (10) mills.
- (j) District housing index.
- (k) Square footage requirements for program grade groups.
- (l) Special instructional facilities needed to improve the program at a school center but not necessarily to increase the student stations of the center.
- (m) Amount of funds derived from voted ad valorem taxes in excess of ten (10) mills which were expended for school plants during the five (5) years prior to the effective date of this act, other than those utilized for payment on bonded indebtedness.

(2) The commissioner shall determine annually the amount allocated to each district from the funds appropriated for the purpose of implementing this section as follows:

(a) Determine the costs of the projected school plant needs, the five (5) year projected debt service needs and the expenditures of ad valorem taxes in excess of ten (10) mills for each district as determined in subsection (1) of this section.

(b) Determine the projected additional resources available under the provisions of Article XII, section 9(d) of the constitution as amended in 1972, and the projected amount available to each district from other fund sources allocated for school plants.

(c) From the costs of the projected school plant and five (5) year projected debt service needs for each district subtract the projected additional resources available, and add the expenditure of ad valorem taxes in excess of ten (10) mills as determined in paragraph (a) of this subsection. The result shall represent the estimated cost of unfunded school plant and debt service needs for each district.

(d) The funds appropriated annually for the purpose of implementing this section shall be allocated to the respective districts in proportion to their percentage of the state total of unfunded school plant and debt service needs as determined above.

(3) Funds accruing to a district from the provisions of this section shall be expended on needed projects as shown by a survey or surveys in the district under regulations of the state board. The priority of expenditure by districts shall be as follows:

(a) New classrooms and special instructional facilities necessary to provide needed pupil stations at either a new or existing school center; school sites or additions to sites and site improvement incident to new construction or to make a site addition useable; restoration and correcting deficiencies required for safety to life, health and sanitation.

(b) Special instructional and auxiliary facilities needed to improve the program at a school center but not necessary to increase the pupil stations.

(c) Major alterations to existing buildings which would substantially improve the utility of the space and replacement of or major alterations to the existing heating, cooling, lighting, safety, and sanitary facilities at a permanent school center.

(d) Debt service for district bonds serviced by voted ad valorem taxes.

(4) Each school board allocated funds under this section shall submit to the commissioner a projection of its schedule of eligible capital outlay disbursements for specified periods as prescribed by regulations of the state board. Upon approval by the commissioner, the comptroller shall disburse the funds. Prior to the distribution of the initial funds pursuant to this section the commissioner shall determine the district's needs pursuant to subparagraphs (2)(a), (b) and (c) in this section, and update the state facilities inventory subsequent to the effective date of this act.

Section 8. School design, construction techniques and financing mechanisms.

(1) The state board shall require that relocatable school facilities be provided at school centers where there is reason to believe the pupil population is unstable or is projected to decline in future years. The state board shall provide plans both for standard relocatable facilities and prototype plans for school plants for the purpose of making optimal use of permanently constructed facilities separate from or in conjunction with relocatable classrooms or modular relocatable units. These shall be utilized unless the local district shall affirmatively show that it can obtain or construct comparable facilities at less expense.

(2) The state board may require or approve the utilization of rented or leased facilities. Facilities may also be acquired by lease-purchase agreement and any capital outlay funds available are hereby authorized to be expended for such purposes.

(3) The state board may require local districts to employ procedures for the construction of new permanent facilities or major additions to existing facilities that will include but not be limited to the latest developments in construction techniques, materials, design, and concepts such as turn-key bidding, construction management, systems building process and the use of modular and standardized components, unless the district can document affirmatively that other procedures will provide the same quality of construction at less cost.

(4) All school facilities constructed by a school board incorporating the minimum standards prescribed by regulations of the state board as authorized in §235.26, Florida Statutes, shall be exempt from all state, county, district, municipal or local building codes and ordinances. Any inspection by local government shall be based on minimum standards as prescribed by the state board.

Section 9. Total state allocation to each district.—

(1) The total annual state allocation from the Florida education finance program to each district shall be the sum of:

(a) The total allocation for current operation as determined in Section 4,

(b) The total allocation for pupil transportation as determined in Section 6,

(c) The total allocation for school construction and debt service as determined in Section 7, and

(d) The amount of state reimbursement for actual tax loss resulting from the additional homestead exemptions authorized in chapter 71-309, Laws of Florida, which shall be computed as follows:

1. The department shall compute the number of mills of tax needed to provide the district required effort that year, and

2. From the actual tax levy for operating purposes or ten (10) mills, whichever is less, subtract the millage determined in 1,

3. The remainder obtained in 2 shall be multiplied by the total value of the additional homestead exemptions authorized in chapter 71-309, Laws of Florida, and multiply this product by ninety five (95) percent.

4. The amount determined in 3 shall be the allocation to the district.

(2) The department shall distribute the annual allocation prescribed herein and all other allocations as provided for by law periodically to each district in the manner prescribed by regulations of the state board. The department shall prior to June 30 each year, factor the base student cost by an amount sufficient to allocate to the districts the total funds appropriated for the Florida education finance program.

### *Recommendations*

It seems imperative that any recommendation in this area must consider the following factors:

1. The task of the Council is not to develop a comprehensive shared cost formula;

2. The degree to which Minnesota has pertinent information in this area readily available; and
3. The extent of knowledge about how fluctuating enrollments and the cost of providing educational facilities are related.

Therefore, the Council might consider the following:

1. The State Board of Education should investigate the relationship of fluctuating school enrollments and school facilities in the State of Minnesota. This investigation should include a facilities needs assessment in each school district.
2. The Legislature should consider the possibility of a facilities program in the State of Minnesota which would relieve the local school districts of the financial responsibility for funding local facilities.
3. The Council



Advisory Council on Fluctuating School Enrollments

Special Study

1. Subject: Facilities (Construction and/or Renovation)
2. Purpose of Study:  
To determine and study the feasibility of a shared cost formula for school facilities construction and/or renovation
3. Related Problem Areas:  
Section 10A3 Facilities
4. Related Alternative Solutions:  
Alt. Sol. 25 Shared Cost Formula for Construction and/or Renovation
5. Questions to be Addressed:  
What shared cost formulas could be adapted in Minnesota?
6. Required Data Base:  
Shared Cost formulas used in other states
7. Desired Format of Report:
  - 1) Alternative formulas
  - 2) Recommendations
8. Estimated Completion Date: June 1, 1976  
Reporting Date: June 11, 1976

MODULAR/RELOCATABLE EDUCATIONAL  
UNITS STUDY\*

Prepared by the Minnesota State Department  
Department of Education

*"What is the current status in utilization of modular units in Minnesota?"*

Scores of self contained classroom units are being used throughout the state to both provide temporary space needs and as a substitute for permanent space needs.

*"What is the current and projected need for additional facilities statewide?"*

- A few districts will have continuing growth requiring the use of modular/relocatable buildings during planning and construction stages until permanent buildings are completed. A very few districts will have temporary needs for spaces in elementary and/or secondary until a "bubble" in enrollment is past and permanent facilities can handle the loads.
- No summary of specific needs in terms of student stations has been done and no resources have been allocated to evaluate facilities now available for educational services. This should be done!

*"What is the feasibility of utilizing modular relocatable units by and between districts?"*

Appropriate use of modular/relocatable units is feasible but those presently used are inflexible and high maintenance liabilities.

*"What should be the role of the State in encouraging the use of modular/relocatable units?"*

Provide funding for research and encourage the development of more flexible modular/relocatable units that can be shipped longer distances with less expense, operated at lower costs and provide more appropriate spaces.

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Study.

The S.D.E. should place greater emphasis upon the collection and organization of facilities data so that more reasonable planning is possible. A statewide inventory of the 2,000 plus buildings operated to provide public educational services would require about 20,000 man hours plus data processing time, assuming a systematic data collection plan, trained and qualified evaluators and scheduled collection within a one year span.

Advisory Council on Fluctuating School Enrollments

Special Study

1. Subject: Modular Relocatable Units
2. Purpose of Study:  
To determine what role the state could play in encouraging the use of modular relocatable instructional units by and between school districts.
3. Related Problem Areas:  
Section IV A3 Facilities
4. Related Alternative Solutions:  
Alt. Sol. 26 Modular/Relocatable Units
5. Questions to be Addressed:
  - 1) What is the current status in the utilization of modular units?
  - 2) What is the current and projected need for additional facilities statewide?
  - 3) What is the feasibility of utilizing modular/relocatable units by and between districts?
  - 4) What should be the role of the state in encouraging the use of modular/relocatable units?
6. Desired Format of Report:
  - 1) Current status in the utilization of modular units.
  - 2) Current need for additional facilities.
  - 3) Projected need for additional facilities
  - 4) Feasibility of utilizing modular/relocatable units by and between districts
  - 5) Role of the state
  - 6) Recommendations
8. Estimated Completion date: May 1, 1976  
Reporting date: May 7, 1976 (Council meeting)

CERTIFICATE OF NEED STUDY\*

Prepared by the Minnesota State  
Department of Education

*"What has been the rationale for instituting a Certificate of Need in the State of Minnesota?"*

This department presumes the rationale is to avoid unnecessary duplication of facilities and services.

*"What have been found to be the pros and cons of a Certificate of Need?"*

Pros:

- To avoid additional costs of unnecessary duplication of services.
- To coordinate the planning by different entities.
- To provide better (more comprehensive) services.

Cons:

- Loss of local freedom to act without regard to neighboring entities.
- Development of bureaucratic inertia.

*"What alternatives have been considered in lieu of a Certificate of Need, if any?"*

The District Organization, Planning and Operations Section of the State Department of Education suggests that positive incentives for cooperation and coordination of planning and delivery of educational services be provided.

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\*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

Advisory Council on Fluctuating School Enrollments

Special Study

1. Subject: Certificate of Need
  2. Purpose of Study:
    - 1) To determine the feasibility of requiring a Certificate of Need issued by the State Board of Education or the regional service units which includes an approval procedure.
  3. Related Problem Areas:

Section IV A3 Facilities
  4. Related Alternative Solutions:

Alt. Sol. 23 Certificate of Need
  5. Questions to be Addressed:
    - 1) What has been the rationale for considering a Certificate of Need in the state of Minnesota?
    - 2) What have been found to be the pros and cons of a Certificate of Need?
    - 3) What alternatives have been considered in lieu of a Certificate of Need, if any?
  6. Required Data Base:
    - 1) Past discussion and action at the state level about the need for a Certificate of Need.
  7. Desired Format of Report:
    - 1) History and rationale of a Certificate of Need
    - 2) Pros and cons of a Certificate of Need
    - 3) Alternatives
    - 4) Recommendations
  8. Estimated Completion Date: May 1, 1976
- Reporting Date: May 7, 1976